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ABSTRACT

This year marks the seventh edition of the "Summary of State Student Assessment Programs" (SSAP) and the third year that the Council of Chief State School Officers has conducted the survey on which the summary is based on its own. The survey summarizes what is happening in statewide assessment programs and provides information on trends in state assessment activities. In the Data Volumes each question in the survey yields at least one data table. Data in the two volumes provide information on the status of, and trends in, state assessment policy and practice. Volume I contains these sections: (1) "SSAP Survey Instruction for 1998-1999"; (2) "Summary Table"; (3) "State Assessment Directors, May 2001"; and (4) "Data Tables." The fourth section, only part of which is in Volume I, contains information on the program overview, special topics, and program components. The balance of the fourth section is in Volume 2. Volume 2 contains the following sections: (1) "Program Components"; (2) "Performance Standards"; (3) "Students with Disabilities, Exemptions, and Accommodations"; and (5) "Assessment Results Reporting." The numerous questions from the survey are accompanied by many tables. (SLD)

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Annual Survey of State Student Assessment Programs, Spring 2001. Data Volumes I and II. Data on 1998-1999 Statewide Student Assessment Programs.

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STATE
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ANNUAL
SURVEY

State Student Assessment Programs

annual survey

spring 2001

Data Volume I

Data on 1998-1999 Statewide Student Assessment Programs

3

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position, CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers, or the U.S. Department of Education.

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STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

State Student Assessment Programs

annual survey

Data Volume I

Data on 1998-1999 Statewide Student Assessment Programs

spring 2001

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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◆

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◆

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◆

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◆

And most importantly, to each of the State Assessment Directors and their staff for their crucial work and dedication in completing the survey, reviewing and editing their state's data, and supporting this important data collection effort.

We are extremely thankful to everyone who helped us in the many steps along the way of completing the 1999 Annual Survey of State Student Assessment Programs.

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Order Form

PREFACE

This year marks the seventh edition of the *Summary of State Student Assessment Programs* and the third year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory to produce the State Student Assessment Programs (SSAP) database. The current survey was funded in the past by the National Center for Education Statistics, and produced with the cooperation of state education agencies. The SSAP Survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

The survey summarizes what is occurring in statewide assessment programs, and provides information on trends in state assessment activities. The 1999 survey was reviewed and revised by the Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP). The survey was mailed to the states in February 2000, and states were asked to describe the assessment program(s) they operated during the 1998-99 school year. Surveys were received from April 2000 through December 2000. CCSSO staff processed the survey information, and after completing data entry and initial editing, the data were returned to the states for a quality control and verification step, with each state assessment director receiving a copy of his or her state's information for review. Revisions or updates were sent to CCSSO and changes were made to the database.

In the Data Volumes, most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate.

Two staff members at CCSSO are responsible for the 1999 SSAP survey. John Olson is serving as Director of Assessments in the State Education Assessment Center and directs the SSAP project. Ida Jones is serving as Project Associate in the Center, and is responsible for the conduct of the survey, data entry, and summarization of the results. Carl Andrews, formerly the Project Associate for the SSAP, was involved in activities during the first half of 2000. In addition to these staff, Linda Bond of CTB/McGraw Hill continued in her role of providing invaluable guidance to the review and summarization of the data. All three worked as a team to produce the reports.

The *Data from the Annual Survey of State Student Assessment Programs, 1998-99,* Volumes I and II, plus the prior six years of data, provide a rich lode of information on the status of, and trends in, state assessment policy and practice. The data contained in these documents include responses from all 53 states and jurisdictions that responded to the survey. The data are also available in electronic form, on either diskette or CD ROM. A companion document, *State Student Assessment Programs Annual Survey: A Summary Report, 1998-99 Data* (Spring 2001), is also available from CCSSO, and presents the reader with information about the status of state assessment programs, as well as descriptions of how the programs have changed over the years. An order form is attached to this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this document, state assessment programs, or the SSAP database.

John F. Olson Director of Assessments CCSSO	Ida A. Jones Project Associate CCSSO	Linda Bond National Assessment Consultant CTB/McGraw Hill

Information for September 1998 to August 1999

1999 SSAP Survey

State Assessment Director	Person Completing Survey
Title	Title
Address	Address
City State Zip	City State Zip
Telephone Fax	Telephone Fax
email	email

PART 1 GENERAL PROGRAM OVERVIEW

1.1 Briefly describe the overall state assessment program as it existed in 1998–99. Please list each assessment component that will be described in Part 3. For each component, describe: which students were assessed, what type(s) of measures were used and in which subject areas, and for what purposes/how results were used. **Please attach your state assessment handbook, or if your state does not have one, a copy of the state law which specifies how testing must be implemented.** Use an extra sheet of paper if you need more space to write your response.

1.2 What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No Significant Changes" if there were none.)

☐ Governor ______________________________

____

☐ State Board of Education ______________________________

____

☐ Legislature ______________________________

____

☐ Courts ______________________________

____

☐ State Department of Education ______________________________

____

☐ Other (Please Specify:) ______________________________

☐ No Significant Changes

1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

____

____

____

1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program?

☐ Yes ☐ No

If Yes, what information do you require local districts or school to provide? (i.e. assessment or implementation plans, student score results)

____

____

1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what of materials were developed (print, video, software, etc.).

____

____

____

____

____

____

____

____

____

Information for September 1998 to August 1999

1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format. If you have not developed such professional development programs, please check "None Provided."

Content: ____

____

Format: ____

____

☐ None Provided

1.7 Indicate the total number of students and the number of regular education students, students with disabilities (students that have an IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

Complete this table only for the grades at which you test students. Please enter "NA" in any space for which the number of students is not currently available.

Number of Students Enrolled

Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Information for September 1998 to August 1999

1.8 Counting only permanent SEA employees assigned to your state's *assessment unit*, how many full-time equivalents (FTE's) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1998-99?

Professional FTE's __________

Support FTE's __________

1.9 *revised* Indicate the total budget for 1998-99 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

Item	**Expenditure**
Staffing	
Contractual	
Other (Please Specify)	

PART 2 SPECIAL TOPICS

Each year, special topics are selected for you to complete. These relate to all assessment components in your assessment program.

SECTION 1 NON-TRADITIONAL ASSESSMENT

2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

☐ Yes ☐ No, only single-choice multiple-choice items are used

If Yes, please complete the grid below. See the legend below the grid for exercise types, grades, status, and availability options. *Please check the glossary at the end for definitions of terms.*

Subject	Assessment Types	Grade	Status	Availability
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics/Gov't				
Economics				
Geography				
History				
Health Education				
Physical Education				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Language				
Employability Skills				
Career/Voc. Ed.				
Other (Specify:)				

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8= Projects, exhibitions, or demonstrations
9= Computer-adaptive assessment
10= Gridded response
11= Examples of Student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2=Funded, not started
3=Begun development
4=Completed development
5=Piloted, being refined
6=Ready for use
7=In use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1999.

SECTION 2 IASA TITLE I ASSESSMENT AND EVALUATION

2.2.1 What was your 1998-99 plan for IASA Title I assessment and evaluation? What measures were used?

2.2.2 Was the 1998-99 plan for IASA Title I assessment and evaluation your Final Assessment Plan?

☐ Yes ☐ No

If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

2.2.3 What work remains to be done to complete the Final Assessment Plan?

Information for September 1998 to August 1999

2.2.4 What is the status of your state's final Title I assessment/evaluation plans?

- ☐ Still under discussion
- ☐ Developed by staff, but not approved
- ☐ Approved by state, but not submitted to USED
- ☐ Submitted to USED
- ☐ Approved by USED

2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

____

____

____

2.2.6 Is this the definition you plan to use with your final assessment plan?

☐ Yes ☐ No ☐ Undecided

2.2.7 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

____

____

Information for September 1998 to August 1999

SECTION 3 STANDARDS

2.3 *revised* At what stage of development is your state in the following academic areas with respect to content and performance standards? Please specify status and check box if academic area is linked to standards.

Status
1 = Planned
2 = In Development
3 = Completed
4 = Adopted or Approved
5 = Being Revised
6 = Not Planned at This Time

Subject Area	**Content Standards**	**Linked to Content Standards**	**Performance Standards**	**Linked to Performance Standards**
English/Language Arts		☐		☐
Reading		☐		☐
Writing		☐		☐
Mathematics		☐		☐
Science		☐		☐
Social Studies		☐		☐
Civics/Government		☐		☐
Geography		☐		☐
History		☐		☐
Arts		☐		☐
Health Education		☐		☐
Physical Education		☐		☐
Foreign Language		☐		☐
Employability Skills		☐		☐
Other (Specify:)		☐		☐

PART 3 PROGRAM COMPONENTS

In this part of the survey, we ask you questions regarding each component of your state assessment program in detail.

We request that you complete one copy of Part 3 for each component in your assessment program. Please copy this section and fill out Part 3 for each component. In this way, we are better able to understand your responses.

For purposes of this survey, a component is an assessment or set of assessments that meet one of the following two criteria:

1. A component may be an assessment or assessments that use a similar assessment *strategy*, e.g., a norm-referenced test; *or*

2. A component may be a set of assessments of different or similar types that share a common *purpose*, e.g., a mathematics and reading high school graduation test.

Generally, different subjects within a type of test or purpose do not meet these criteria and should be described within one component. You will receive the components that were described for your state last year in the typescript. Several questions within each section are new or have changed from last year, so please check to see that your answer still matches the question asked.

3.0 Name of Component ____________________

Contact Person ____________________

Telephone ____________________ E-Mail ____________________

Information for September 1998 to August 1999

SECTION 1 WHO IS ASSESSED, WHEN, AND HOW

3.1.1 *revised* Use one of the following tables for each subject area assessed in this component to indicate the number of students who were assessed in this component at each grade level. Then out of each total listed, specify the number of test takers who were identified as students with disabilities (students with either an IEP or Section 504 plan) or LEP students.

Please include both students who took the test under standard conditions and those who were offered testing accommodations. If the number of students with disabilities or LEP students is not known, please write 'NA' in that cell.

Example: A third grade reading test was taken by 25,000 students. Out of that number, 2500 of the test takers were exempted. 3000 disabled students took the test; 2000 were exempted. 500 LEP students took the test; 300 were exempted. 100 Migrant students took the test; 200 were exempted.

Subject Reading

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
3	25,000	2500	3000	2000	500	300	100	200

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Information for September 1998 to August 1999

Subject ____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Subject ____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Information for September 1998 to August 1999

Subject ____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Subject ____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

3.1.2 What percentage of the test items used in this component are **changed** each year?

____

____

3.1.3 What percentage of the test items used in this component are **released** each year?

____

____

3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

School Year (e.g., 1998-99) ____________________

How was it revised? ______________________________

____

3.1.5 When were the assessments in this component administered to students and results returned to school districts?

Month(s) Administered	Month(s) Results Returned
________	________
________	________
________	________

Information for September 1998 to August 1999

3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

☐ Governor ______________________________

☐ State Board of Education ______________________________

☐ Legislature ______________________________

☐ Courts ______________________________

☐ State Department of Education ______________________________

☐ Other (Please Specify:) ______________________________

☐ No Significant Changes

3.1.7 Are there any changes that you **foresee** in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them and what are they? Mark each source of change and describe the change.

☐ Governor ______________________________

☐ State Board of Education ______________________________

☐ Legislature ______________________________

☐ Courts ______________________________

____

☐ State Department of Education ____________________________________

____

☐ Other (Please Specify:) ____

____

☐ No Significant Changes Expected

3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs?

☐ Yes ☐ No

If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

Transitional Plan	☐ Yes	☐ No	☐ Undecided
Final Plan	☐ Yes	☐ No	☐ Undecided

Information for September 1998 to August 1999

3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students.

Please complete the grid below. See the legend below the grid for the options. You may choose multiple codes for a cell if it best describes the component. Check the glossary at the end for definitions of terms.

Subject	**Student Groups**	**Test Types**	**Item Types**	**Assessment Administration**
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics				
Economics				
Geography				
History				
Health Ed.				
Phys. Ed.				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Lang.				
Employ. Skills				
Career/Voc. Ed.				
Computer Skills				
Other (Specify)				

Student Groups
1=All students statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Assessment Type(s)
1=Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolios
6=Other

Item Type(s)
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice, with student explanation
4=Fill in the blank or cloze
5=Short constructed response
6=Extended constructed response
7=Observation
8=Examples of student work
9=Individual hands-on performance tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer administered items
13=Gridded
14=Other

Assess. Admin.
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

revised

☐ Yes ☐ No ☐ Not Applicable

A. If Yes, which of the following best characterizes the use of calculators on the assessments used in this component?

☐ Calculators were supplied by student.

☐ Calculators were supplied by school

☐ Calculators were supplied with the test materials and were collected afterwards.

B. If Yes, what kinds of calculators were allowed?

☐ Scientific calculators

☐ Four function calculators

☐ Graphing calculators

☐ No restrictions on type of calculator allowed

C. Were there any sections of the test that students were not permitted to use the calculator?

☐ Yes ☐ No

D. Were there any items on the assessment that are "calculator-dependent" (that is, very difficult or impossible to answer without a calculator)?

☐ Yes ☐ No

3.1.11 Were any manipulatives (e.g. math tiles, protractors paper rulers) provided to students on any subjects assessed in this component?

☐ Yes ☐ No ☐ Not Applicable

If Yes, which manipulatives were provided?

____

3.1.12 Were any reference materials (e.g. reference sheets, dictionaries, word lists) provided?

☐ Yes ☐ No ☐Not Applicable

If Yes, which reference materials were provided?____________________________________

Information for September 1998 to August 1999

3.1.13 Was this component produced by or developed with the assistance of external contractors?

☐ Yes ☐ No

If Yes, what kind of assessments are they and what is the assessment name(s) and contractor?

☐ Off-the-shelf (Please specify) ____________________

☐ Customized off-the-shelf (Please specify) ____________________

☐ Built from commercial item banks (Name)____________________

☐ Custom developed ____________________

External Contractor ____________________

SEA Contract Manager ____________________

3.1.14 Was this component scored with the assistance of external contractors?

☐ Yes ☐ No

External Contractor ____________________

3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.
revised

☐ Teachers developed items
☐ Teachers edited items
☐ Teachers piloted item
☐ Teachers helped to select items
☐ Teachers scored items
☐ Teachers not involved

SECTION 2 ASSESSMENT PURPOSES

3.2.1 Were assessment results from this component used for **instructional** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ Student diagnosis ____
☐ Student placement ____
☐ Individual student instructional planning ____
☐ Improvement of instruction for groups of students ____
☐ Curriculum planning at the school/district level ____
☐ Program evaluation (e.g., Title I) ____
☐ Identification of students at risk ____
☐ Professional development ____
☐ Other (Please specify:) ____

3.2.2 Were assessment results from this component used for **student accountability** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ Student non-monetary awards/ recognition (e.g., certificates) ____
☐ Student financial awards or scholarships ____
☐ Student promotion/retention ____
☐ Honors high school diploma ____
☐ Endorsed high school diploma ____
☐ High school graduation (exit requirement) ____
☐ Certificate of mastery ____
☐ Required remediation ____
☐ Other (Please specify:) ____

3.2.3 Were assessment results from this component used for **school accountability** purposes (affecting all people in school building)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ School non-monetary awards/ recognition (e.g., certificates) ____
☐ School monetary awards ____
☐ Exempt school from regulations ____
☐ School accreditation ____

☐ School performance reporting (e.g., school report cards) ____________________
☐ High school skills guarantee ____________________
☐ School improvement plans ____________________
☐ Provide additional assistance to schools (e.g., Title I) ____________________
☐ Provide additional financial resources
to low-performing schools ____________________
☐ Give warnings to schools ____________________
☐ Put schools on probation/watch lists ____________________
☐ School monetary penalties ____________________
☐ Take over schools ____________________
☐ Dissolve schools ____________________
☐ Other (Please specify:) ____________________

3.2.4 Were assessment results from this component used for **staff accountability** purposes (affecting individual staff)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:
☐ Staff non-monetary awards/
recognition (e.g., certificates) ____________________
☐ Staff monetary awards (e.g., one-time bonuses) ____________________
☐ Staff salary increases (i.e., merit pay) ____________________
☐ Staff monetary penalties ____________________
☐ Staff evaluation or certification
____
☐ Staff dismissal ____________________
☐ Other (Please specify:) ____________________

SECTION 3 STANDARDS

3.3.1 The relationship of this assessment to state content standards is best described as:

☐ No relationship to content standards.
☐ Addresses all content standards.
☐ Addresses a subset of content standards.
☐ Based on a separate set of standards that has been developed for this component.
☐ Other (Specify:) ______________________________

3.3.2 Have student or school performance standards been set for this component?

Student	☐ Yes	☐ No
School	☐ Yes	☐ No

If Yes, what procedures did you state use to set performance standards for this component?

____

____

____

3.3.3 Are there plans to change, review, or validate the performance standards set for this assessment component?

☐ Yes ☐ No

If Yes, how do you plan to change, review, or validate the performance standards?

____

____

____

Information for September 1998 to August 1999

3.3.4 What levels of student performance have been set for this assessment component? Indicate the subject(s), grade(s) names, and brief definition for each level. Please copy this page if more space is necessary.

Subject(s) ____________________

Grade(s) ____________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Subject(s) ____________________

Grade(s) ____________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Subject(s) ____________________

Grade(s) ____________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

3.3.5 Circle the level of student performance above that corresponds to the lowest level of acceptable performance.

3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

Level ____________________ Description ________________________________

3.3.7 Circle the level of school performance that corresponds to the lowest of minimum level of acceptable performance?

What percentage of schools is at or above this level? ______________________________

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SECTION 4 STUDENTS WITH DISABILITIES (STUDENTS WITH AN IEP OR SECTION 504 PLAN) - EXEMPTIONS AND ACCOMMODATIONS

3.4.1 Are LEAs allowed to **exempt** students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Type or severity of disability	☐	☐
Time spent in special education settings or programs	☐	☐
Alignment of student's instructional goals and test content	☐	☐
Coursework completed in regular education settings	☐	☐
Special Ed. students not part of norming sample	☐	☐
Other (please specify): ____________________	☐	☐

B. If Yes, who makes the decision?

- ☐ IEP Committee
- ☐ Parents alone
- ☐ Other (Please specify):

____

3.4.2 Has the number of special education exemptions over the past 2-3 years:

- ☐ Increased
- ☐ Decreased
- ☐ Stayed the same

3.4.3 What has led to this change? Check all that apply:

- ☐ Parent request
- ☐ Educator request
- ☐ Public pressure
- ☐ Legislative or state board action
- ☐ Other ____________________________

3.4.4 Does the state permit LEAs to offer **accommodations** to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state's accommodations policies?
☐ Very specific
☐ General guidelines
☐ Other ______________________________

B. If Yes, what kinds of accommodations are allowed? Check all that apply.

Presentation Format
☐ Oral reading of questions
☐ Braille edition
☐ Use of magnifying glass
☐ Large-print editions
☐ Oral reading of directions
☐ Explanation of directions
☐ Signing of directions
☐ Audio taped directions or questions
☐ Repeating of directions
☐ Interpretation of directions
☐ Templates to reduce visual field
☐ Short segment testing booklets
☐ Other (Please specify) __________

Response Format
☐ Mark responses in booklet
☐ Use template for recording answers
☐ Point to response
☐ Use sign language
☐ Use typewriter/computer/word processor
☐ Use of Braillewriter
☐ Use of scribe
☐ Answers recorded on audiotape
☐ Other (Please specify): ____________

Setting
☐ Alone, in a study carrel
☐ Individual administration
☐ In small groups
☐ At home, with appropriate supervision
☐ In special education classes
☐ Separate room
☐ Other (Please specify): ____________

Timing/Scheduling
☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Altered time of day that test is administered
☐ Other (Please specify:) ______________

Other Accommodations
☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Use of spell checkers
☐ Other (Please specify): ____________

3.4.5 Were **alternate assessments** (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe

3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

3.4.7 Were scores from **accommodated** students with disabilities (those who took the regular assessment with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.4.8 *revised* Were scores from students with disabilities who took an **alternate** assessment reported for the assessment used in this component?

☐ Yes ☐ No ☐ No alternate assessment

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

SECTION 5 LEP STUDENTS - EXEMPTIONS AND ACCOMMODATIONS

3.5.1 Are LEAs allowed to **exempt** LEP students from the assessments in this component?
revised

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Time in U.S.	☐	☐
Time in ESL Program	☐	☐
Time in LEA enrollment	☐	☐
Formal assessment of English proficiency	☐	☐
Informal assessment of English proficiency	☐	☐
Formal oral language proficiency	☐	☐
Informal oral language proficiency	☐	☐
Other (Please specify):	☐	☐

B. If Yes, who makes the decision?

☐ Local Committee (Specify types of members:)
____
☐ School or district officials (Specify:)
____
☐ Parents alone
☐ Other (Please specify:)
____

3.5.2 Were LEP students allowed **deferrals** (i.e., postponing the time when a test must be taken)?

☐ Yes ☐ No

If Yes, what was the longest time one could have been granted?
☐ Less than one year
☐ One year
☐ Two years
☐ Three years
☐ More than three years

3.5.3 Has the number of LEP exemptions over the past 2-3 years:

☐ Increased
☐ Decreased
☐ Stayed the same

3.5.4 What has led to this change? Check all that apply:

☐ Parent request
☐ Educator request
☐ Public pressure
☐ Legislative or state board action
☐ Other ______________________________

3.5.5 Does the state permit LEAs to offer **accommodations** to LEP students on the assessments used for this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state accommodations policies?
☐ Very specific
☐ General guidelines
☐ Other ___________________________

B. If Yes, what kind?

Presentation Format
☐ Explanation of directions
☐ Oral reading of questions in English
☐ Oral reading of questions in the native language
☐ Person familiar to student administers the test
☐ Translation of directions
☐ Translation of test into native language
  What languages? ______________
☐ Bilingual version of test (English and native language)
☐ Other (Please specify:) ______________

Response Format
☐ Allow student to respond in native language
☐ Allow students to respond in both native language and English
☐ Other (Please specify:) ______________

Setting
☐ Alone, in study carrel
☐ Administer test in separate room
☐ With small groups
☐ Other (Please specify:) ____________

Timing/Scheduling
☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Other (Please specify:) ____________

Other Accommodations
☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Use of technology
☐ Other (Please specify:) ____________

3.5.6 Were **alternate** assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe ____

____

3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

____

____

3.5.8 Were scores from **accommodated** LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.5.9 Were scores from LEP students who took **alternate** assessments reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

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SECTION 6 ASSESSMENT REPORTING

3.6.1 Were scores from this assessment reported with reference to norms?

☐ Yes ☐ No

If Yes, what norms were used to report the scores? Check all that apply.

☐ International
☐ National
☐ State
☐ Regional
☐ Local
☐ Categorical type (e.g., urban)
☐ Other (Please specify:) ______________________________

3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply

☐ State results compared to NAEP results
(e.g., the percent passing each test).
☐ State test results were statistically linked to the NAEP results.
☐ State tests were statistically linked to the NAEP scales.
☐ State tests/results were not linked to NAEP.

3.6.3 *revised* According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply

	Intended Recipients of Reports				
Levels at which results are reported	**Parent**	**Teacher**	**School Building**	**School District**	**State (for reporting purposes)**
Individual Student					
Classroom Summary					
Grade Summary					
School Summary					
District Summary					
State Summary					

3.6.4 Is it state policy to report individual student results to parents in languages other than English?

☐ Yes ☐ No

If Yes, in what other languages do you report individual student results to parents?

____

3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting and who receives these reports? Check all that apply.

	Intended Recipients of Reports			
Types of Disaggregation	**Parent**	**School**	**District**	**SEA**
Gender				
Race				
Free/Reduced Lunch				
Title I Eligible				
Parent Education				
Students with IEP				
LEP Status				
Migrant Status				

Glossary of Terms for Use in Completing the Annual Survey

Academic content standards See content standards.

Adequate Yearly Progress The level of satisfactory progress defined by the state for local school districts and schools for the assessment(s) used in the state's IASA Title I assessment and evaluation plan. Schools failing to meet this level of improvement are selected for state "improvement" activities.

Alternate assessment (special education or LEP) An assessment procedure that is developed for use with students with disabilities (students with an IEP or Section 504 Plan) or LEP students who cannot take part in a regular assessment, even with accommodations

Assessment frameworks See content standards

Cloze procedure A kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component A set of assessments that are of a similar format and/or is used for the same purpose. Part 3 of the survey describes a state's assessment program at the component level.

Computer-adaptive assessment Any assessment that requires the student to respond to the assessment items or tasks with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Constructed response Any prompt that requires the student to produce a written response. Can be short constructed response or extended written response depending on the specified length of the answer.

Content standards Statements of what students should know and be able to do in specific subjects or across several subjects. These are called different names: academic content standards, assessment frameworks, learner standards.

Criterion-referenced test An assessment on which the student's performance is compared to a standard or an objective, and the score indicates the extent to which the student achieved the standard or set of objectives.

Curriculum frameworks One mechanism for linking learner standards or content standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met.

Demonstration A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Exhibition A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Extended response See constructed response.

FTE Full-time equivalent or the equivalent number of full-time persons.

Final IASA Title I assessment plan The final plan to assess student and school performance required of the Improving America's School Act (IASA) Title I that states must submit and have in place by the 2000-2001 school year.

Gridded response item An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Hands-on performance assessment (individual or group) Any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to conduct a laboratory experiment or carry out a community service project and write up the results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment or community service project is being assessed, rather than the quality of the writing.

Interview An assessment technique where the student responds verbally to questions posed by an assessor.

LEA Local education agency or local school district

Learner standards See content standards

Multiple-choice item A test item in which students are given several choices and are asked to pick one correct response.

Multiple-choice, multiple-correct item A multiple-choice item with more than one correct response.

Multiple-choice item, with student explanation A test item in which students are given several choices and are asked to pick one correct response, followed by a constructed-response item in which students provide a rationale or explanation for the answer they chose.

Non-traditional test item Any assessment activity other than a multiple-choice from which a student selects one correct answer. These items or performances are often scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Norm-referenced test A test on which a student's score is compared to the performance of a norm group, and the score indicates the proportion of students in the norm group that the student out-scored.

Performance assessment Any assessment item in which students produce an answer, rather than select one.

Performance standards A set of statements about how well students need to be able to perform on a set of content standards and/or assessment in order to meet pre-defined specified levels of expected performance.

Portfolio An accumulation of a student's work over time that demonstrates the student's best performance, typical performance, and/or growth in performance.

Project A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

SEA State education agency

Short answer See constructed response.

State goals Statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations Statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan The IASA Title I assessment and evaluation plan that states may use between 1995-96 and 2000-2001 (or earlier) school years to assess the impact of IASA Title I programs on students on an interim basis prior to completion of their final assessment and evaluation plan.

STATE STUDENT ASSESSMENT PROGRAMS ANNUAL SURVEY

Symbols in each cell indicate at least one component where:

A All students are tested
V Inclusion is voluntary for students, schools, or districts
S Students are sampled
Y Purpose is checked for at least one component
U Applicable, but specifics unknown

		GRADE													SUBJECT						
States	Number of Components	K	1	2	3	4	5	6	7	8	9	10	11	12	Other Language Arts	Reading	Writing	Mathematics	Science	Social Studies	Career Voc. Ed
AK	2	-	-	-	-	A	A	-	A	A	-	A	A	-	A	A	-	A	A	-	-
AL	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
AR	2	-	-	-	-	A	A	-	A	A	-	A	-	-	A	A	A	A	A	A	-
AS	1	-	-	-	A	-	A	-	A	A	-	A	A	A	A	A	-	A	A	A	-
AZ	1	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	-	A	-	-	-
CA	6	-	-	A	A	A	A	A, V	A, V	A, V	A, V	A, V	A, V	V	A	A,V	A,V	A,V	A,V	A,V	V
CO	1	-	-	-	A	A	A	-	A	-	-	-	-	-	-	A	A	A	-	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	-	-
DE	5	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
FL	3	-	-	-	-	A	A	-	-	A	-	A	A	-	-	A	A	A	-	-	-
GA	4	A	-	-	A	-	A	-	-	A	-	-	A	-	A	A	A	A	A	A	-
HI	3	-	-	-	A	-	A	-	A	-	A	A	A	A	A	A	A	A	-	A	A
IA	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	-	A	-	-	-
ID	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
IL	1	-	-	-	A,S	-	A,S	-	-	A,S	-	A,S	-	-	-	A	A	A	A	A	-
IN	1	-	-	-	A	-	-	A	-	A	-	A	-	-	A	A	-	A	-	-	-
KS	1	-	-	-	A	A	A	-	A	A	-	A	-	-	-	A	A	A	-	-	-
KY	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
LA	3	-	-	-	A	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	-
MA	1	-	-	-	-	A	-	-	-	A	-	A	-	-	-	A	A	A	A	-	-
MD	3	-	-	-	A	-	A	-	-	A	-	-	-	-	A	A	A	A	A	A	-
ME	1	-	-	-	-	A,S	-	-	-	A,S	-	-	A,S	-	-	A	A	A	A	A	-
MI	3	-	-	-	-	A	A	-	A	A	-	-	A	-	-	A	A	A	A	A	-
MN	2	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
MO	1	-	-	-	A,S,V	A,S,V	-	-	A,S,V	A,S,V	-	A,S,V	A,S,V	-	A	A	A	A	A	A	-
MS	4	-	-	-	-	A	A	A	A	A	A	-	A	A	A	A	A	A	A	-	A
MT	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-
NC	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
ND	1	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	-	A	A	A	-
NE	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NH	1	-	-	-	A	-	-	A	-	-	-	A	-	-	A	A	A	A	A	A	-
NJ	2	-	-	-	-	-	-	-	-	A	-	-	A	-	A	A	A	A	-	-	-
NM	4	-	A	A	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	A	-
NV	3	-	-	-	-	A	-	-	-	A	-	A	A	A	A	A	A	A	A	-	-
NY	7	-	-	-		A	A	A	-	A	A	A	A	A	A	A	A	A	A	A	A
OH	4	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	A	A	A	A	-
OK	3	-	-	-	A	-	A	-	A	A	-	-	A	-	A	A	A	A	A	A	-
OR	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
PA	1	-	-	-	-	-	A	A	-	A	A	-	A	-	-	A	A	A	-	-	-
PR	1	-	-	-	A	-	-	A	-	-	A	-	A	-	A	A	A	A	A	A	-
RI	3	-	-	-	A	A	A	-	A	A	A	A	-	-	-	A	A	A	-	-	-
SC	4	-	A	-	A,S	A	A	A,S	A	A	A,S	A	A	A	A,S	A,S	A	A,S	-	-	-
SD	2	-	-	A	-	A	A	-	-	A	A	-	A	-	A	A	A	A	A	A	-
TN	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
TX	1	-	-	-	A	A	A	A	A	A	-	A	A	A	A	A	A	A	A	A	-
UT	3	-	V	V	V	V	A, V	A, V	-	A, V	-	-	A, V	-	A,V	A,V	V	A,V	A,V	A,V	-
VA	3	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-	-
VI	1	-	-	-	A	-	A	A	-	A	-	-	A	-	A	A	-	A	A	A	-
VT	2	-	-	A	-	A	-	A	-	A	-	A	-	-	-	A	A	A	A	-	-
WA	3	-	-	A	-	A	-	-	V	A	-	V	A	-	A,V	A,V	A,V	A,V	-	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	A	-
WV	4	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	A
WY	2	-	-	-	-	A	-	-	-	A	S	S	A,S	S	-	A	A	A	-	-	S
Totals	131	1	3	6	31	37	34	25	24	48	20	37	35	16	35	52	44	52	36	30	7

1998-1999 DATA

SUMMARY TABLE

TEST TYPE				ITEM TYPE					TESTING PURPOSES											
Norm-referenced Test	Criterion-referenced Test	Writing Assessment	Performance Assessment	Multiple Choice Items	Short Constructed Response	Extended Constructed Response	Performance Tasks	Example of Student Work	Student diagnosis or placement	Improvement of instruction	Program evaluation	Student promotion	Honors diploma	Endorsed diploma	High school exit requirement	School awards or recognition	School performance reporting	High school skills guarantee	School accreditation	States
A	-	-	-	A	-	-	-	-	Y	Y	-	-	-	-	-	-	Y	-	-	AK
A	A	A	-	A	-	-	A	-	Y	Y	Y	-	-	-	Y	-	Y	-	-	AL
A	A	-	-	A	A	A	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	AR
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	AS
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	AZ
A	V	V	A	A, V	V	V	V	-		Y	Y	Y	Y	Y	-	Y	Y	-	-	CA
-	A	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	-	-	-	CO
-	A	A	A	A	A	A	A	-	Y	Y	Y	-	-	-	-	Y	Y	-	-	CT
A	A	A	-	A	A	A	-	-	Y	Y	-	-	-	-	-	-	-	-	-	DE
-	A	A	A	A	A	A	-	-	-	Y	Y	-	-	-	Y	Y	Y	-	-	FL
A	A	A	A	A	A	A	A	A	Y	Y	Y	Y	-	Y	Y	-	Y	-	-	GA
A	A	-	A	A	A	-	A	A	Y	Y	Y	-	Y	Y	Y	Y	Y	-	Y	HI
A	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	Y	-	-	IA
A	-	A	A	A	A	A	-	A	-	Y	Y	-	-	-	-	-	-	-	-	ID
A	A	A	-	A,S	-	A	-	-	-	Y	Y	Y	-	-	-	-	Y	-	-	IL
A	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	-	-	Y	IN
-	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	KS
A	-	A	-	A	-	A	A	A	-	Y	Y	-	-	-	-	Y	Y	-	-	KY
U	A	A	-	A	A	A	-	-	Y	-	-	Y	-	-	Y	-	-	-	-	LA
-	A	A	-	A	A	A	-	-	-	-	-	-	-	-	-	-	-	-	-	MA
-	A	A	A	A	A	A	A	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	MD
-	A	A	A	A,S	A,S	A,S	-	-	-	Y	Y	-	-	-	-	-	-	-	-	ME
-	A	A	-	A	A	A	A	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	MI
-	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	-	-	-	-	MN
A	A	-	A	A,S,V	A,S,V	A,V	-	-	Y	Y	-	-	-	-	-	Y	Y	-	Y	MO
A	A	A	A	A	A	A	-	-	Y	Y	Y	-	-	-	Y	-	-	-	-	MS
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	MT
A	A	A	A	A	A	A	A	-	Y	Y	Y	Y	-	-	Y	Y	Y	-	-	NC
A	-	-	-	A	A	-	-	-	Y	Y	Y	Y	Y	-	-	-	Y	-	-	ND
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	NE
-	A	A	-	A	-	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	NH
-	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	Y	Y	-	Y	Y	Y	NJ
A	A	-	A	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	Y	NM
A	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	NV
-	A	A	A	A	A	A	-	-	Y	Y	Y	Y	Y	Y	Y	-	Y	-	-	NY
-	A	A	-	A	A	A	-	-	-	Y	Y	-	Y	-	Y	Y	Y	-	-	OH
A	A	-	A	A	-	A	-	-	Y	Y	Y	Y	-	-	-	-	Y	-	-	OK
-	A	A	A	A	-	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	OR
A	-	A	A	A	-	A	-	-	-	-	-	-	-	-	-	Y	-	-	-	PA
-	A	-	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	PR
-	A	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	RI
S	A	A	-	A,S	A	A	A	A	Y	Y	Y	-	Y	-	Y	-	Y	-	-	SC
A	-	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	SD
A	A	-	A	A	-	A	-	-	Y	Y	Y	-	-	Y	Y	Y	Y	-	-	TN
-	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	Y	TX
A	V	V	V	A, V	-	V	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	UT
A	A	A	-	A	-	A	-	-	Y	Y	Y	Y	-	-	Y	-	Y	-	-	VA
A	-	-	-	A	-	A	-	-	Y	Y	-	-	-	-	-	Y	-	-	-	VI
-	A	A	A	A	A	A	A	-	-	Y	Y	-	-	-	-	-	Y	-	-	VT
A	A, V	A, V	A	A,V	A,V	A, V	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	WA
A	A	A	-	A	A	A	-	-	Y	-	Y	-	-	-	-	-	Y	-	-	WI
A	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	Y	-	-	Y	Y	Y	WV
A	A	A	S	A	A	A	-	S	-	Y	Y	-	-	-	-	-	Y	-	-	WY
34	41	38	21	52	30	43	11	6	33	47	44	9	6	7	19	17	36	3	9	

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Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
AK	By state law. All grade 4 and 8, students are assessed using a norm-referenced test in the areas of reading, language arts and math. The California Achievement Test, fifth edition, was used for the first time in 1995-96. Data for the state and district is reported annually in the "Report Cards to the Public," which reports the percentage of students scoring in the upper and lower quartiles.
AL	Students in grades 3-12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum. Kindergarten - Alabama Early Learning Inventory; Alabama Reading Assessment: Grade 1; Alabama Reading Assessment: Grade 2; Grades 3-11 - Stanford Achievement Test, 9th edition, and the Otis-Lennon School Ability Test; Grades 5 and 7 - Alabama Direct Assessment of Writing. Grade 10 - Alabama High School Graduation Exam, Third Edition Grades 11-12 - High School Basic Skills Exit Exam, Second Edition
AR	State adopted norm-referenced test (Stanford 9) was administered to students in grades 5, 7, and 10. In the evolving criterion referenced testing program, students in grade 4 took the pilot of the Primary Benchmark Examination. Also a pool of items for the Middle Level Benchmark Exam (grade 8) were field tested.
AS	For school year 1998-1999, students in grades 3,5,7,8,10,11,12 were tested in Stanford Achievement Test 9th edition for comparative data to show territory's relative position in the nation.
AZ	1998-99 was a year of transition for the Arizona Student Achievement Program. Work had begun on the development of Arizona's Instrument to Measure Standards, and state-required district assessment of the State Academic Standards continued. Arizona's sole standardized large scale achievement measure in 1998-99 was the Stanford Achievement Test, 9th Edition. Arizona administered the Stanford 9 to all students in grades 3-12 with the purpose of providing parents, teachers, district and state policy makers information on the relative performance of Arizona students and schools to a nationally representative sample of students. All large scale assessment conducted in Arizona is required by law, Title 15-741, and can be viewed at www.azleg.state.az.us via the Internet.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State Response

CA

In 1998-99 California's state testing program included: the Standardized Testing and Reporting program; the Golden State Examination program; ACE, Assessments in Career Education; and a designated physical fitness test administered each year to students in grades 5, 7, and 9.

The STAR program includes three distinct components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9) for all students in grades 2-11 Students in grades 2-8 are tested in reading, spelling, written expression, and mathematics. Students in grades 9-11 are tested in reading, written expression, mathematics, science, and history/social science. Only students whose individual educational plans (IEPs) specifically exempt them from testing are not tested. The individual results for each student are mailed to the parent or guardian of the student. School, district, county, and state level reports are provided to each district for that district, to each county for that county, and to the state, except that school level reports are provided on paper only to the school district. All group level reports (school and higher) are reported on the CDE Web site under STAR Results. Copies of relevant laws and regulations may also be accessed through cde.ca.gov.

In 1998-99 legislation required the testing of Spanish-speaking limited English proficient students who first enrolled in a California school district fewer than 12 months prior to testing with the Spanish Assessment of Basic Education, Second Edition (SABE/2) in addition to the Stanford 9. Spanish-speaking students enrolled in the district more than 12 months are tested at the discretion of the school district.

Also in 1999, standards-based tests in mathematics and in English language arts were added to the STAR program. Students received a raw score--percent correct out of total number of test items--in English language arts and in mathematics. The standards scores are composed from items on the Stanford 9 plus the standards-based tests. All students in grades 2 through 7 and grade 11 take the English language arts standards tests and the mathematics ,standards test. Students in grades 8, 9, and 10 take an "augmented" math test only if enrolled in a specific math course that corresponds to one of the six tests administered.

In addition to the STAR program, the GSE program was implemented for the 11th year. For 1998-99 there are Golden State Exams in: algebra; geometry; high school mathematics; biology; chemistry; coordinated science; US history; economics; government/civics; written composition; and reading/literature. In 1999-2000, Physics and Spanish Language are also available.. The GSEs are honors examinations available to students as end of course exams except for high school mathematics, written composition; and reading/lang. literature. In 1998-99, students in grades 8-12 took 965,876 Golden State exams. Students who receive a score of "recognition" or higher on six of the exams in specified areas are eligible to receive the Golden State Seal Merit Diploma. Students receiving a score of recognition, honors, or high honors on any test receive a seal on their diplomas for each exam.

Assessments in Career Education (ACE) are administered to students enrolled in certain vocational education classes.

In 1998-99 the STAR program added the SABE/2 as a required test for Spanish-speaking limited English proficient students who first enrolled in a California school district fewer than 12 months prior to the first day of testing; use of the SABE/2 with Spanish-speaking students enrolled more than 12 months was optional for school districts. The SABE/2 is administered in addition to the Stanford 9, which all students must take. The use of a single designated primary language test began in 1998-99, replacing the use of any primary language test allowed during the first year of the STAR program.

Also in 1998-99, California standards-based items were added to the STAR program to begin the alignment of the Stanford 9 with California standards. The results from these "augmentation" tests were combined with certain items on the Stanford 9 to produce "standards" scores in English language arts and mathematics.

The addition of a designated primary language test to the STAR program was initiated by the Legislature. The "augmentation" of the Stanford with standards-based items was initiated by the State Board of Education.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
CO	The 1998-99 Colorado Student Assessment Program (CSAP) assessed fourth-grade students in reading and writing, fifth-grade students in mathematics, and seventh grade students in reading and writing. These assessment were developed to assess student performance on the Colorado Model Content Standards for reading, writing, and mathematics. Third grade students were assessed in reading comprehension. This assessment was designed to assess reading comprehension as required by the Colorado Basic Literacy Act and the associated rules. These assessments included all students including those with disabilities. There was a Spanish version of the CSAP at third grade and fourth grade. These assessments were developed using culturally appropriate reading passages and writing prompts. The assessments were Spanish-based and included both constructed-response and selected-response items. The primary use is for accountability and school improvement.
CT	Connecticut tests its fourth, sixth and eighth-grade public school students on the Connecticut Mastery Test (CMT) and its grade 10 public school students on the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given each fall since 1985 in the areas of mathematics and language arts, included reading and writing. The CMT includes open-ended, multiple-choice, grid-in and performance items. The CAPT is a criterion referenced test given each spring since 1994. It is administered to all grade 10 students and voluntarily to students in grades 11 and 12 who do not meet state goals. The areas tested include mathematics, language arts, science and an interdisciplinary test. It is primarily performance assessment with some traditional item formats. A certification of mastery is awarded to each student indicating each section of the test where the state goal is achieved.
DE	The Delaware Student Testing Program (DSTP) has its roots in the education reform efforts that began in Delaware in the early 1990's. In June 1995, that effort resulted in the adoption of rigorous content standards for English language arts, mathematics, science, and social studies. Immediately, Delaware educators began developing what would become the DSTP, a new assessment program designed to provide technically sound information about how well students are performing relative to Delaware content standards and national norms and to serve as a primary indicator for the Delaware Education Accountability System. In 1997, Harcourt Brace Educational Measurement was awarded a three-year contract to assist with the development and administration of the DSTP. The reading and mathematics components contain multiple choice, short answer and extended response items. To show that reading and writing are integrally connected, the DSTP at each grade level includes a text-based item that is scored for both reading and writing. In addition, the writing portion of the DSTP asks students to write an essay in response to a prompt, giving them time to write a first draft and rewrite that draft. The DSTP items come from two sources. (1) The DSTP includes abbreviated versions of the reading comprehension and the mathematical problem solving subtests from The Stanford Achievement Series, 9th edition (SAT9), which measure how Delaware students compare to a national group of test-takers in reading and mathematics. (2) Items specifically designed to measure progress toward Delaware content standards in English language arts and mathematics were created and field tested by Delaware educators, parents, and community representatives. The DSTP produces Standards-Based Scores for Delaware's reading, mathematics, and writing standards and produces National Percentile Rankings for reading and mathematics. In the spring of 1998, students in grades 3, 5, 8, and 10 were assessed in reading, writing, and mathematics. Science and social studies will be added in the year 2000.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
FL	High School Competency Test (HSCT): Students in Florida's public schools are required to pass the High School Competency Test (HSCT) in order to receive a standard diploma. The HSCT is a test of the application of basic skills in reading and mathematics in everyday life situations and is first administered to regular high school students in October of their 11th grade year. The HSCT may be taken up to five times during the 11th and 12th grades. Students may retake the HSCT during an additional year of high school or as an adult as many times as is necessary. An updated version of the HSCT was administered for the first time in October 1994. Results of the HSCT are reported using an equated score scale; a minimum scale score of 700 is required for passing each of two sections of the HSCT. The test results also provide students, teachers, and counselors with a skill achievement record of all students taking the HSCT; the most important use of these data is to identify specific skill areas in which students may require additional instruction. In addition to certifying that individual students have achieved the basic skills measured by the test, the test results for grade 11 students have been used for school-level accountability purposes but will be replaced by the use of FCAT results beginning in 1999. Legislative mandate authorized creation of this assessment. Florida Writing Assessment Program: The Florida Writing Assessment requires a student to produce a piece of writing in response to an assigned topic stated in a prompt. The writing is then scored according to specific, predetermined criteria (rubric). Florida's writing assessment, as a direct measure of writing achievement, requires students to write independently for a variety of purposes (i.e., to explain, tell a story, to persuade) within a 45-minute time period. The writing assessment is intended to provide information about the writing achievement of students at individual, school, district, and state levels. In 1998-99, the writing assessment involved a census assessment in grades 4, 8, and 10. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement. Results for the assessment are also used for school-level accountability purposes. Legislative mandate authorized creation of this assessment. Florida Comprehensive Assessment Test (FCAT) Students in Florida's public schools are required to take FCAT. FCAT is a test that measures the rigorous content described in the Sunshine State Standards (SSS) in reading and mathematics. FCAT items are based on reading and mathematics skills set in subject areas in addition to the tested ones, for example, science, social studies, and the arts. In addition, FCAT items require students to use creative thinking strategies to respond. Students in grades 4, 5, 8 and 10 take the FCAT in February of each year. Local school districts may use FCAT in making promotion decisions and beginning in 2001 tenth grade students will be required to pass FCAT instead of HSCT before the end of high school. In 1999, students who reach designated scores are exempt from taking and passing HSCT. FCAT includes multiple-choice items, mathematics items completed in a number grid, and constructed-response items. Sores for students are reported as scale scores on a scale from 100-500, and by achievement level. Five numbered achievement levels are reported with 5 being the highest. In addition to reporting individual student achievement, the test results are used for school-level accountability purposes. Legislative mandate authorized creation of this assessment. Results for the assessment are also used for school-level accountability purposes.
GA	The full breadth of Georgia's testing program includes norm-referenced testing at grades three, five, and eight: performance-based writing assessments at grades three, five, eight, and eleven; the revised Georgia kindergarten Assessment Program (GKAP-R), the Georgia High School Graduation Tests at grades eleven and twelve; Criterion-Referenced Competency Tests (CRCT) (in development); and the National Assessment of Educational Progress at grades four, eight, and twelve.
HI	Hawaii Statewide Testing Program: (Norm Referenced Test) Stanford 9th Ed; Grade 3,5,7,9: Reading, Math; Provides comparative national data (Criterion Referenced Test) Hawaii State Test of Essential Competencies: Grades 10-12; Reading, Math, Writing, Social Studies, Health; Used for diploma certification (Criterion Referenced Test) Credit by Examination; Grades 8-12: Algebra, Keyboarding, World Languages; Alternative to receiving course credit

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis. The data from the Iowa Testing Program is used for state reporting purposes. All districts are also expected to include all students in their district assessment.
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11, a Direct Math Assessment for grades 4 and 8, and standardized testing for grades 3 through 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grades 9 - 11. The testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state.
IL	All students grades 3, 5, 8, and 10 are tested via the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via Illinois Goal Assessment Program (IGAP) in science and social science. Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the school level they are used for program evaluation and school improvement. They are used by the state for school designations and school recognition status. They are also used to hold schools and districts accountable for student achievement. In addition, the State board uses the yearly results and trends as a basis for state level policy making.
IN	All students in Grades 3, 6, 8, and 10 are assessed in English and mathematics, with the exception of students who do not receive instruction in the proficiencies being tested. The assessment includes a norm-referenced component, a criterion-referenced component, and a test of cognitive skills. The criterion-referenced component includes tests of basic skills and applied skills. The Grade 10 test is the graduation Qualifying Examination. Test results are used for school accreditation purposes; school performance reporting; generating remediation grants and performance incentive awards; informing parents about individual student performance; and informing the public and the media about school, school district, and state performance levels.
KS	In 1998-99 Kansas tested reading in grades 3, 7, and 10; writing in grades 5, 8, and 10; and mathematics in grades 4, 7, and 10. With the exception of writing, tests are entirely multiple-choice or multiple-mark. Performance assessment is required at the local level. A second grade reading diagnostic assessment is required at the local level. Curriculum standards are being rewritten. New assessments will be built based on those new standards. (Note: Science and social studies alternate with writing. Math and reading are tested yearly). Test results are used as one measure for school building accreditation. Student performance levels are also set.
KY	The Commonwealth Accountability Testing System (CATS) is an integrated testing and accountability program. It contains a Norm Reference Test and a Standards Based Test. The CTBS/5 (Survey version) is the required Norm Referenced Test in Kentucky. Students are assessed in Reading, Language arts and Mathematics at grades end-of-primary (grade 3), grade 6 and grade 9. The Standards Based Test is the Kentucky Core Content Test (KCCT). It includes Open Response, Multiple Choice, On-Demand Writing, Writing Portfolio and Alternate Portfolio. The KCCT measures Reading, Mathematics, Science, Social Studies, Arts and Humanities, Practical Living and Vocational Studies, and Writing (On-Demand and Portfolio). All 4th, 5th, 7th, 8th, 10th, 11th, and 12th grade students participate in one or more content areas.
LA	In 1998-1999, the Louisiana Educational Assessment Program (LEAP) consisted of a kindergarten readiness screening program; LEAP for the 21st Century, or LEAP 21, the state's new standards-based tests administered in grades 4 and 8 in English language arts and mathematics; a Graduation Exit Examination in English language arts, math, written composition, science, and social studies; and norm-referenced tests administered at grades 3, 5, 6, 7, and 9. Test development continued for LEAP 21, which will continue to be phased for several years.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
MA	Massachusetts Comprehensive Assessment System (MCAS), the state's standards-based testing program, was implemented this year. In May 1999, students in grades 4, 8, and 10 took the MCAS tests in English Language Arts (ELA), Mathematics, and Science & Technology. Students in grade 8 also took the MCAS test in History and Social Science. The ELA test includes reading and writing; results are reported as combined English Language Arts score. The History and Social Science test includes civics, economics, and geography; results are reported as a combined History and Social Science score. MCAS measures the performance of students, schools and districts on the academic learning standards contained in the Massachusetts Curriculum Frameworks, fulfilling requirements of the Education Reform Act of 1993. Results are reported based on four performance levels. May 2000 will be the final year for students in grade 4 to take the Science & Technology MCAS test. Items will be piloted in spring 2000 for the following content areas and grades: Reading (grades 3 and 7), History and Social Science (grade 5), Science & Technology (grade 5), Mathematics (grade 6). The MCAS-alternate test is also under development. The grade 3 Reading Test (Iowa Test of Basic Skills) was administered to all grade 3 students for the third and final year. Individual student, school, district, and state level results were reported. No specific uses of results were mandated.
MD	For students in grades 3, 5, and 8, the Maryland School Performance Assessment Program (MSPAP) measures performance in a single test covering mathematics, reading, writing, science, language usage, and social studies. The assessment measures higher order thinking processes and the application of knowledge and skills to real world situations. MSPAP, given in May of each year, requires approximately nine hours of engaged testing time over five days of testing. MSPAP results, reported at school, school system, and state levels, are used for educational program accountability. For students in grades 7 through 12, Maryland Functional Tests are administered in reading, mathematics, and writing. Reading and mathematics are given in both paper and pencil and computer-adaptive versions. Two writing samples, narrative and expository, are used in the writing test. Students must pass all three Maryland Functional Tests to receive a Maryland high school diploma. (The Maryland Functional Tests formerly included a test of citizenship skills. Beginning with the 1998-1999 school year, however, the test of citizenship skills was replaced with a high school government course.) For students in grades 2, 4, and 6, the Comprehensive Tests of Basic Skills (CTBS/5) in reading, language, reading comprehension, language mechanics, and mathematics were administered to a sampling of at least 250 students in each of the three grades in each of Maryland's 24 school systems.
ME	The Maine Educational Assessment (MEA), redesigned in 1998-99 to measure the state's newly enacted Learning Results standards, is administered annually in grades 4, 8 and 11. The Learning Results content areas assessed include: English Language Arts (reading and writing), Mathematics, Science and Technology, Social Studies, Visual and Performing Arts, and Health Education. The revised MEA utilizes a mix of selected response, short answer, constructed response and extended response questions in a balance of 40% selected to 60% performance items by score point. Individual student scores are generated in all areas except Visual and Performing Arts and Health, while school and district results are produced in all areas. Items common to all students provide the basis for student and school summary scores, and additional matrix sampling of items provides school/district results at the content standard level. The state law authorizing the MEA lists multiple purposes including producing information about student achievement of high academic standards, program evaluation information, and provision of parents with information about the achievement of their children. The MEA reports to schools/districts through comprehensive summary reports and to parents through a new reporting systems that links performance directly to defined levels (Exceeds Standards, Meets Standards, Partially Meets Standards and Does Not Meet Standards).
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th-, 7th-, and 11th-grade students in mathematics and reading, and all 5th-, 8th-, and 11th-grade students in science, social studies and writing. The tests are criterion-referenced and measure predetermined state goals and objectives. Components: Grade 4 and 7 reading and mathematics assessment; Grade 5 and 8 science social studies, and writing assessments; High School reading, writing, science, social studies, and mathematics for state endorsement.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
MN	Minnesota has two assessment components. The first is the Minnesota Comprehensive Assessments. These assessments include multiple-choice, open-response, and essay questions. The subjects tested are reading and math at grade 3, and reading, math and writing at grade 5. These assessments are designed to provide information for system accountability, provide information about instruction for the Minnesota High Standards, to fulfill statewide testing requirements at grades 3 and 5. The results are used to provide district and building information, individual student information, and national comparison. The second component is the Basic Standards Tests. These assessments include multiple-choice questions in reading and math, and a writing sample in writing composition. These assessments are designed to ensure that students have minimum competency in essential literacy skills. The results are used to determine eligibility for graduation. The reading and mathematics tests are first given in grade 8. The writing test is first given in grade 10.
MO	The following students were assessed in these grade levels: Math grades 4, 8, 10; Students in Communication Arts grades, 3, 7, 11. Students in Science grades 3, 7, 11. Voluntary test given in Social Studies in grades 4, 8, 11. Test items consisted of multiple choice, constructed response and performance events. Results were used as criteria to accredit school. SB-380
MS	NRT and Performance Assessments, grades 4-9; secondary subject area (end of course) CRTs; basic skills CRT required for high school graduation; ACT WorkKeys and occupational skills assessments for vocational program completers in multiple program areas. Test results are used for purposes of accountability, program evaluation, and as a measure of student progress as recommended by the State Superintendent's Task Force on Accountability and Learning.
MT	All districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of board-approved published tests. The NCE scores are summarized at the state level by grade, test, and subject (reading, language arts, math, science, social studies). Data for each school by grade, subject area, and stanine distribution is distributed to each district and available for public release.
NC	The 1998-99 North Carolina Testing Program continues to be a fairly comprehensive large-scale assessment initiative that uses a variety of assessment strategies. In 1998-99 the program consisted of (1) a Grade 3 Pretest in the areas of reading and math that is administered at the beginning of third grade to all grade 3 students for the purpose of establishing a pre-score required in the pre-post school accountability program; (2) End-of-Grade Tests in the areas of reading and math are administered for the purpose of school accountability in grades 3-8; (3) Writing assessments administered in grades 4, 7, and 10 (English II) for the purpose of school accountability; (4) sampling (2,500 students) of grades 5 and 8 with the ITBS (reading, math, language) as national indicators of how student performance compares with other states; (5) multiple-choice and performance computer skills tests to demonstrate computer skills proficiency required for a high school diploma (student accountability) administered initially to all students at grade 8 with retake opportunities throughout high school: (6) Competency tests (multiple-choice) in reading and mathematics required for a high school diploma (student accountability) administered initially to all students at grade 8 as the end-of-grade screen using equated forms. The competency tests are equated forms of the North Carolina grade 8 end-of-grade tests in reading and mathematics; (7) Grades 1 and 2 are assessed in reading and mathematics as a local option by observation; (8) End-of-course tests (multiple-choice) are administered at the end of high school subjects in Algebra I; Biology; English I; Economics, Legal, and Political Systems; English II(Writing); US History, Physical Science; Chemistry; Physics; Algebra II; and Geometry for the purpose of school accountability although the test results are required to count in some way towards students' final grades in the course; (9) through a block grant allocation of funds to each LEA, the state funds one administration of the PSAT for college-bound students usually upon completion of grade 9; and (10) A high school comprehensive test (multiple-choice) in the areas of reading and mathematics was added in 1997-98 to measure student growth for the purpose of school accountability.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
ND	The TerraNova - also known as the Comprehensive Tests of Basic Skills, fifth edition (CTBS/5) - and the Test of Cognitive Skills, second edition (TCS/2) were administered to students in grades 4, 6, 8 and 10 beginning in March of 1998. The Multiple Assessments was administered to students in grade 4. The Multiple Assessments consists of assessments in Reading, Language, Mathematics, Science and Social Studies. The Complete Battery Plus was administered to students in grades 6, 8 and 10. The Complete Battery consists of Reading, Language, Mathematics, Science and Social Studies. The Plus component consists of Vocabulary, Language Mechanics, Mathematics Computation and Spelling. Schools are to evaluate the results as one of the multiple indicators they are to use in the State Education Improvement Process (SEIP). The reports not only report norm-referenced data but mastery level and performance level data as well at the student, classroom, school and district level. The results are also reported on the School District Profile Report along with ACT scores and much additional data about the district.
NE	There was no state "assessment" in 1998-99. The only "system" is the developing system. Content standards and a schedule for local assessments of state content standards and statewide reporting of the results has been developed. It has been subject to much political discussion and was modified again by the state Legislature as late as April 2000.
NH	In May of each year (starting in May 1994) all public school third-grade students are assessed in English language arts and math. In May of each year (starting in May 1996) all public school sixth- and tenth-grade students are assessed in English language arts, math, science, and social studies. Types of measures include a combination of multiple choice and open response and include an on-demand writing assessment conducted at all three levels. Student results are reported both by proficiency level and scaled scores. Mean-scaled scores are reported at the school, district, and state levels. Results are used for educational improvement and as a measure of school accountability.
NJ	The New Jersey Statewide Assessment Program consists of three assessment instruments that are aligned to the Core Curriculum Content Standards. The ESPA (Elementary School Proficiency Assessment, or the 4th grade test) consists of three sections - Language Arts Literacy, Mathematics, and Science. The ESPA is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Content Standards for the three subject areas. The 1999 GEPA (Grade Eight Proficiency Assessment or the 8th grade test) consisted of two sections - Language Arts Literacy and Mathematics. The GEPA is designed to give an indication of the progress students are making in mastering the skills they will need to pass the High School Proficiency Assessment (HSPA). The HSPA (NJ's high stakes test) will become operational in 2001 - 2002 and will consist of two sections - Language Arts Literacy and Mathematics, In 2001 - 2002, the HSPA will replace NJ current high stakes test, the HSPT (High School Proficiency Test). The remaining content areas for the HSPA will be phased in after three years of "due notice" testing.
NM	A norm-referenced standardized test (CTBS 5/Terra Nova) as well as a criterion-referenced supplement for grades 4, 6, and 8 for accountability (math, language arts, science, and social studies). A direct on-demand writing assessment for grades 4 and 6 (optional at grade 8) for instructional improvement. A high school competency examination (a graduation requirement and criterion-referenced exam) is administered to sophomores with the option to retake at grades 11 and 12 if unsuccessful (accountability). Districts administer reading assessments (of choice) at grades 1 and 2 and report the results to SEA (instructional improvement).
NV	1. Census norm-referenced testing in Reading, Math, Language, and Sciences at grades 4, 8 and 10 using TerraNova (CTB/McGraw-Hill) 2. Census Direct Writing Assessment at Grades 4 and 8 using analytic-trait scoring. 3. Census High School Proficiency Examinations in Reading, Mathematics and Writing is administered in Fall of grade 11. Passing these exams is required to receive a standard diploma. Writing Test is holistically scored. Test(s) not passed on the first administration may be retaken near the end of grade 11 or on four different opportunities during grade 12.
NY	There are seven components of the state testing program as described in part three. Each component was created for a specific purpose, but they all share three qualities. They are all based on the NYS learning standards/State recommended core curriculum guides and/or syllabi. They are intended to establish or maintain standards and they provide a measure of accountability for the state's elementary and secondary schools.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
OH	Ohio's statewide assessment program consists of four proficiency tests (Fourth-, Sixth-, Ninth- and Twelfth-Grade Proficiency Tests). Writing, reading, mathematics, citizenship, and science are assessed on each of the four proficiency tests. All students (except those who are IEP exempted) who are enrolled at the appropriate grade level are required to take the Fourth-, and Sixth-Grade Proficiency Tests. All ninth-grade students (except students who passed one or more tests in spring of eighth-grade or who are IEP exempted) are required to take the Ninth-Grade Proficiency Tests until all parts of the test have been passed, in partial fulfillment of requirements for a high school diploma. All Twelfth-Grade students who have passed all Ninth-Grade tests are required to take the Twelfth-Grade Proficiency Tests. Intervention in grade five is required for the area(s) of the Fourth-Grade Proficiency Tests where a student was not proficient. Students who score at the honors level in the areas of writing, reading, mathematics, and citizenship on the Twelfth-Grade Proficiency Tests may satisfy one of seven criteria needed for an Honors Diploma. Science will be added to the Honors Diploma requirements in 2001. Results go to schools for planning and are reported to the public.
OK	The Iowa Tests of Basic Skills (ITBS) were given to all students in Grades 3 and 7. Subjects tested in multiple-choice format were Reading, Language, Mathematics, Social Studies, Science, and Sources of Information. The Oklahoma Core Curriculum Tests (OCCT) are custom designed to measure Oklahoma's core curriculum, the Priority Academic Student Skills (PASS). The OCCT is given to all students in Grades 5, 8, and 11. Subject areas tested include a performance Writing test, and multiple-choice tests in the areas of Mathematics, Science, Reading, U.S. History/Constitution/Government, Geography, Arts, and Oklahoma History (Grade 11 only). Both Oklahoma's core curriculum and the tests which measure performance on the core curriculum were developed to meet the requirements of state law. Students identified as Limited English Proficient may be exempt from testing for up to 3 years. Results are used for school improvement plans. State law attached.
OR	Oregon annually tests all students in reading and mathematics at grades 3, 5, 8, and 10. All students are tested in writing and mathematics problem solving at three grades 5, 8, and 10. This year began the testing of all students in science at grades 5, 8, and 10. The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidance counselors, and principals. School reports are provided for planning and public dissemination. Grades 6 and 9 students must complete a writing sample in one-third of the schools each year as a program evaluation. Schools can volunteer to participate in the writing assessment during the years they are not required to participate in the writing assessment. Reports go to schools for planning and public dissemination. The 1999-2000 school year will be the first year for school level reports by standards.
PR	The Puerto Rico State Assessment is a criterion-referenced test known as "Prueba Puertorriquena de Competencias Escolares" (Puerto Rico Test of School's Competencies). During the last four years it has been administered in five academic areas: Spanish, English, Mathematics, Science and Social Studies. The test has been used as a transitional assessment tool, specially for Title I reports of progress; but this year we have arrived at the decision that it will be used as the official form of evaluating al the students academic progress in the grades selected as well as the schools level of performance. Results are classified as highly competent, competent and partially competent. These have been used for measuring students' progress and schools' performance. Other ways of assessing students' progress and schools performance in Puerto Rico are the grades system which is highly credible among parents and the use of assessment techniques in the classroom. These are other criteria that we use as part of the assessment program.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
RI	The Rhode Island State Assessment Program for 1998-99 was a census testing program, which endeavored to assess each students in designated grade levels. A wide variety of testing accommodations were offered. The results are used for a variety of purposes, including for curriculum and instruction improvement purposes, for use by teachers for individual students; and to be included as part of the School Accountability for Learning And Teaching (SALT) system. NAEP is also a part of our system in the even numbered years. The Rhode Island State Assessment Program for 1998-99 included: 1. The Rhode Island Writing Assessment administered at grades 3, 7 and 10, 2. The Rhode Island Health Education Assessment administered at grades 5 and 9, 3. The New Standards English Language Arts Exam (grades 4, 8 and 10) 4. The New Standards Mathematics Exam (grades 4, 8 and 10)
SC	The South Carolina state assessment system has two main parts: Criterion-referenced tests (Basic Skills Assessment Program tests and Palmetto Achievement Challenge Tests), and norm-referenced tests (TerraNova). Basic Skills Assessment Program: This program requires that all public school students take a readiness test at the beginning of grade 1 and minimum skills tests as an exit examination in grade 10. The grade 10 test is an exit requirement for a high school diploma. Students who have not passed the test may retake it in grades 11 and 12. Norm-referenced program: A norm referenced test, currently the TerraNova, is used to assess a sample of students at rotating grades (grades 3, 6, and 9 in spring 1999).
SD	All students in grades 2, 4, 8, and 11 took a norm-referenced achievement test. In addition students at grades 4 and 8 took an ability test. We use the complete battery (multiple choice) which covers math, reading, language, social studies, science, thinking skills, listening, etc. Students are required by South Dakota Codified Law (SDCL) 13-3-55 to test. Also included in SDCL 13-3-55 is a writing assessment for all students in grades 5 and 9. Administrative Rule of South Dakota (ARSD) 24:03:06:17 (state board of education rule): All students must take a career planning instrument at either eighth grade or ninth grade. The achievement and ability test is given in the spring and the career planning instrument in the fall. SDCL 13-3-55 Academic Achievement Tests: Every school district shall administer the same academic achievement test to all students in grades two, four, eight and eleven. In addition, every school district shall administer to all students in grades five and nine an achievement test to assess writing skills. These tests shall be provided by the Department of Education and Cultural Affairs and shall assess proficiency in meeting state standards. These tests shall be administered starting during the 1998-1999 school year.
TN	Tennessee's mandated testing program includes an achievement test in grades 3 - 8 in math, language, reading, science, and social studies; a competency test in mathematics and language administered first in the fall of grade 9 (passing score of 70% required on both parts for receipt of regular diploma); a writing assessment in grades 4, 7, and 11; five high school assessments (pre-algebra, algebra I, algebra II geometry, and math for technology); and either the ACT, SAT, or ACT WorkKeys assessment before graduation (no benchmark score required). Results from these assessments are used diagnostically and for accountability purposes. Each test is administered to each student in the designated grade level. The achievement test used is the CTB Form K custom assessment for Tennessee which is parallel in both form and content to the TerraNova Complete Battery Plus. This is a multiple-choice assessment which provides data of sufficient psychometric quality to support Tennessee's Value Added System. The assessment is fresh and non-redundant for each administration. The competency test is administered four times per year and students may retake each time until passed. High school subject matter tests are administered twice yearly to accommodate block scheduling. The Writing assessment is performance based requiring the student to write an essay which is scored utilizing a six point rubric.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and at exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. Also in place are end-of-course examinations for Algebra I, Biology, English II, and U.S. History. The primary purpose of the state student assessment program is to provide an accurate measure of student achievement in the areas listed above. The test results are used as a gauge for institutional accountability.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
UT	1. Statewide Testing Program. Uses a standardized norm-referenced test to assess all students at grades 5, 8, and 11 in basic academic areas. Focus is on public reporting and accountability. 2. Core Curriculum Assessment Program. A system of criterion-referenced tests and performance assessments used by districts on an elective basis to support instruction on the State Core Curriculum. 3. A Developmental State Model for Portfolios. A program for combining career guidance and student planning with documentation of accomplishments in a portfolio system. 4. State's Report Card. Focuses on aggregate trends in performance over time. 5. District Performance Reports. Annual compilations of indicators of performance, student body, revenues and expenditures, staffing, course enrollments, and buildings.
VA	In 1998-99, the Virginia Assessment System consists of three components: (1) objective-based assessments of Virginia's content standards known as the Standards of Learning (SOL); (2) The Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery; and (3) Literacy Passport Testing (LPT) Program, which consists of criterion-referenced tests in reading comprehension, writing, and mathematics. The "Standards of Learning (SOL)" Assessments are objective-based assessments in English, mathematics, history, and science administered to all students at grades 3, 5, 8, and high school and in computer/technology at grades 5 and 8. The SOL Assessments are intended to provide information that indicates the progress of students and school toward meeting achievement levels on the SOLs. The SOL Assessments will be used to determine which of three levels of achievement students have achieved: (a) Does Not Meet the Standards, (b) Proficient in the Standards, or (c) Advanced Attainment of the Standards and for school and school division accountability. SOL assessment results also form the basis for school accreditation. The Virginia State Assessment Program consists of the Stanford 9 TA Abbreviated at grades 4, 6, and 9 and are given each fall for state, district, and school reporting purposes. Some schools and school divisions may use the results for instructional planning purposes. The Literacy Passport testing program is currently being phased out and replaced by the Standards of Learning Assessment Program. From 1990 to 1999, the Literacy Passport Tests were administered to first-time takers in grade 6. For students who enter the freshman class prior to 2000-01, passing all three tests is a requirement for high school membership and for awarding of standard high school diploma. The Literacy Passport Tests are offered three time annually to students who need to pass the tests to earn a high school diploma. The Degrees of Reading Power (DRP) is used for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model are used for the writing test.
VI	The Virgin Islands Department of Education provides a comprehensive assessment package. The attached list identifies the assessments and the grades were they are administered. For the purposes of this survey, the assessment component where data is being submitted is the Terra Nova Assessment Series.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
VT	The Vermont Comprehensive Assessment System has state and local components which together address Vermont's Framework of Standards and Learning Opportunities. The system components are presented below. Content areas, grade levels and mandated participation levels are presented for each element. The following 6 principles guide the development and implementation of the system. 1) The system reflects a balance of assessment approaches and formats. At least two types of measures are included in each component to allow students full and fair opportunity to demonstrate learning. 2) Each assessment tool has been selected because it provides a useful measure of (important clusters of) Vermont's Standards. 3) Each assessment tool provides valid and reliable information at the reporting level(s) it is primarily used to address. 4) As required by current Federal regulations (e.g., Title I) to ensure that high standards are learned by ALL students, demographic data on students and schools will be collected to enable the report of achievement for sub-populations within Vermont. (e.g., student data: gender, ethnicity, English proficiency, disability status, migrant status, economic status; school data: enrollment, child counts) 5) In order to ensure that learning opportunities which address the standards are provided to ALL Vermont students, opportunity-to-learn data from students and schools will be collected to enable the analysis of achievement. The Data Council, recommended as part of the Department's Management Information System study, will be responsible for determining how to collect the demographic and opportunity-to-learn data. 6) Support for professional development needed to implement the instruction/assessment of Vermont's standards will be built into each component. Professional development provision is the shared responsibility of the State and Supervisory Unions. The state component includes the following assessments. The purpose of state testing is to ascertain the current level of students' progress toward grade level benchmarks of Vermont standards. All students in a grade are assessed unless otherwise noted. Vermont Developmental Reading Assessment grade 2 (May)----reading accuracy and comprehension New Standards Reference Exam in Mathematics grades 4, 8, 10 (April)----mathematics skills, concepts, and problem solving New Standards Reference Exam in English Language Arts grades 4, 8, 10 (April)----reading and writing in the English language Vermont Mathematics Portfolio grades 4, 8, 10--state sample only (June)----mathematics problem solving and communication (State scoring of portfolios alternates on a yearly basis between mathematics and writing.) Learning Opportunity Surveys were completed as follows: grades 4 and 8 students on mathematics grades 4 and 8 students on reading and writing The Local Component includes classroom, school and district level assessments which help localities track the progress of individual students and groups of students. The State Board of Education recommends that it include: Vermont Portfolios in Mathematics and Writing. (State benchmarks are provided for grades 4, 8 and 10 in mathematics, and for grades 5 and 8 in writing. Data collection and aggregation is supported with state funds.) Norm-referenced tests in English and Mathematics in grades 5, 9, and 11. Locally developed or selected assessments.
WA	Norm-referenced assessment of all students in grades 3, 8, and 11. Mandatory testing of reading, mathematics, and language arts at grades3, 8 and 11; voluntary testing of science and social studies at grades 3, 8, and 11. Voluntary assessment of career interests at grade 11. Norm-referenced component used to diagnose individual student needs, curriculum evaluation, and public reporting (accountability). Test results at grades3, 8, and 11 used as a funding driver for state basic skills remediation program. Mandatory standards-based assessment of all students in grade 4 in reading, writing, listening, and mathematics. Voluntary standards-based assessment of students in grade 7 and 10 in reading, writing, listening, and mathematics. Grade 4, 7, and 10 standards-based assessments used for curriculum improvement and individual student needs assessment. Grade 4 standards-based assessment in reading used for accountability. Criterion-referenced assessment of reading basic skills at grade 2 for all students. Used for identification of students significantly below grade level in basic reading skills and for reading curriculum improvement.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1998-1999.

State	Response
WI	The Wisconsin Student Assessment System (WSAS) is comprised of three components: 1) Wisconsin Reading Comprehension Test (WRCT): 3rd Grade 2) Wisconsin Knowledge and Concepts Examinations: 4th, 8th, & 10th Grade 3) Wisconsin High School Graduation Test: Development Process in Progress There are three primary purposes of pupil assessment in Wisconsin: (1) to evaluate the quality and level of pupil achievement and indicate what pupils, teachers, schools, districts and states can do to improve their performance; (2) to provide accountability information (the relationship between public investment in education and pupil achievement); and (3) to provide information which can be used by teachers and pupils in decisions relating to remediation, program placement, career paths and ranking. Different types of assessments are administered depending on the kind of information sought.
WV	Norm-referenced component: Grades 1-2 Stanford Achievement Test - Abbreviated Battery: Reading, Language, Math, Listening Grade 3-11 Stanford Achievement Test - Complete Battery: Reading, Language Arts, Math, Social Studies, Science, and Listening (3-8 only). Writing Assessment: Grades 4, 7, and 10. Metropolitan Readiness: kindergarten. ACT Explore: Grade 8. ACT Work Keys: Grade 12
WY	In 1997-98, the only state assessment that was administered was in vocational education for grades 9-12 students enrolled in vocational programs. Students were assessed in applied communication, mathematics, and science; in affective and thinking skills; and in pre-employment and employability skills. Results are used to set grant priorities for vocational education. In March of 1998, the Wyoming Legislature enacted statutes funding a state assessment system in language arts and mathematics for grades 4, 8, and 11. An RFP was issued by the Department in April and a contract was awarded in July to Advanced Systems in Measurement and Evaluation. The first assessment was administered in the spring of 1999 and will continue to be administered each spring.

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
AK		Grade 11 on the CAT/5 was dropped.				☐
AL		Provided resources for the development of a kindergarten, grade 1, and grade 2 assessment for the diagnosis of early learning difficulties. The three assessments were piloted in 1998-99 and will be implemented state-wide in 1999-2000. The End-of-Course Geometry test was eliminated from the state testing program.				☐
AR	One of Governor Huckabee's primary education initiatives is Smart Start. Smart Start is designed to insure that all students perform at the proficient level in math and reading and writing literacy on the Primary Benchmark when they exit from grade 4.	The Arkansas State Board of Education created Rules and Regulations for Act 999 of 1999. They also revised the Assessment Rules and Regulations to align them with current legislation.	Act 999 of 1999 was passed by the legislature. This statute requires high academic standards; state level assessment of students progress toward the standards at elementary, middle level, and high school; and a school level accountability program focused on student performance. Information is available on the ADE web site.	The Arkansas Department of Education developed implementation plans for Act 999 of 1999 and for the Governor's Smart Start Initiative. More information is available on ADE's web site at http://arkedu.state.ar.us		☐
AS						☑
AZ		Determined that Arizona's Instrument to Measure Standards (AIMS) would be part of the graduation requirement of the Class of 2002. Additionally, a system of accommodations and modifications (including out-of-level testing) was adopted for use on the Stanford 9.	Intensive reading instruction was required for grade 3 students who fail to achieve a State Board determined achievement level on the AIMS reading test (starting in SY2000).			☐

Question 1.2

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State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
CA						☐
CO						☐
CT						☑
DE						☑
FL		Achievement levels for FCAT were recommended to the State Board of Education by the Department of Education after deliberations with groups of educators and citizens. For the first time, student scores and aggregated school, district, and state scores were reported by achievement levels as well as the traditional scale scores and content area scores.				☐
GA				Revision of the Quality Core Curriculum (QCC), the state-mandated curriculum		☐
HI				Implementation of the Stanford Achievement Test (9th Ed.) in reading and mathematics including the open-ended reading component in grades 3, 5, 7, and 9. Subsequent suspension of the Hawaii State Test of Essential Competencies (HSTEC), the state graduation test, and the Credit by Examination testing program.		☐

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State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
IA	There were no changes for schools relative to the state's accountability progress for the 1998-1999 school year.			Initiated, Legislature passed and Governor signed in 1999 a bill requiring a high level of accountability for student achievement. Will impact voluntary assessment program due to the use of the building and district-level assessment results.		☐
ID						☑
IL		State Board of Education initiated new state assessment in reading, mathematics and writing based on the Illinois Learning Standards.				☑
IN					1997-98 was the first year the graduation qualifying examination was implemented	☐
KS		Performance assessments were made mandatory at the local level in reading and mathematics. The state provided a performance assessment for districts to use if they wished, or they were free to build or buy a performance assessment from an outside vendor. A second grade reading diagnostic test was required of all schools. Alternate Assessments are being added for students with disabilities.				☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
KY			House Bill 53 approved by the 1998 General Assembly, requires that the new Commonwealth Accountability Testing System (CATS) include multiple measures that are sound, fair and feasible. And, because the future of our students depends on high achievement, results will matter not only to educators, but to students as well.	Legislation, passed in spring of 1998, directed the KY Board of Education to redesign the assessment and accountability system. Through a broad and collaborative process involving educators and citizens of KY, the Commonwealth Accountability Testing System (CATS) resulted. Many changes were made in the system first administered in the spring of 1999. The changes were made in order to improve the reliability and validity of the test, reduce testing time and make the system fairer and easier to understand. Those changes include, but are not limited to: ·□Distributing the test components for the high school from primarily the junior year to across three grade levels; reading and practical living/vocational studies in grade 10, math, science, social studies and arts and humanities in grade 11 and writing on demand and writing portfolios both in grade 12; ·□Reducing the contents of the portfolio in each accountability year – grade four from 6 to 4 pieces, grade 7 and 12 from 6 to 5 pieces; also creating a regulation that directs instructional use, editing and scoring of the portfolio; ·□Limiting the student to answers on the open response		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
				to the space provided – one 8 ½" x 11" sheet; ·□Counting multiple-choice questions on the KY Core Content Tests and weighting them 33% of the score and the open response at 67% of the academic index; ·□Giving schools incremental credit for novice and apprentice growth in reading, math, science and social studies: nonperformance is 0 points, medium novice is 13, high novice is 26, low apprentice is 40, medium apprentice is 60, high apprentice is 80, while proficient remains 100 and distinguished at 140. For writing, arts and humanities and practical living/vocational studies the nonperformance will be 0, a novice will receive 13 points and each apprentice will receive 60 points while proficient and distinguished are 100 and 140, respectively. ·□Reducing the testing window from 3 weeks to 2 weeks. Because of these major changes in the system, comparisons between KIRIS and CATS are not appropriate. Words like 'gain', 'growth', 'improvement', or 'decline' are not appropriate ways to describe the difference between 1996–98 scores on KIRIS and the 1999 Kentucky Core Content Test results of CATS. Because of this lack of ability to		

Question 1.2

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State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
				compare the two tests, neither the old nor the new long-term accountability models are appropriate for determining rewards and assistance in the year 2000.		
LA		The State Board of Elementary and Secondary Education implemented the first phase of LEAP 21, the state's new standards-based tests in English language arts and mathematics (grades 4 & 8).				☐
MA	Argeo Paul Cellucci was elected Governor of Massachusetts in 1998.	John Silber, Chairman of the Board of Education, resigned and was replaced by James Peyser.		Acting Commissioner of Education David P. Driscoll became Commissioner of Education.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MD		During the 1998-1999 school year, the Maryland State Board of Education determined that, beginning with the 1999-2000 school year, the Comprehensive Tests of Basic Skills (CTBS/5) would be administered to all students in grades 2,4, and 6 in each school system. The tests would continue to be administered in reading, language, reading comprehension, language mechanics, and mathematics. Also, beginning with the 1998-1999 school year, the Maryland State Board of Education permitted a waiver of the citizenship test requirement when school systems certified that the content measured by the test was embedded into their government courses.		High School Assessments were developed in English I, Government, Algebra, Geometry, and Biology for field testing in the 1999-2000 school year.		☐
ME			Maine's Learning Results legislation requires the Maine Educational Assessment to be the state's measure of achievement of the new standards. The legislating also calls for the development of local assessment as part of a comprehensive state and local approach to measure the new standards.	The Commissioner of Education appointed an Assessment Design Team to advise the development of the new assessment effort. Since implementation, new on-going committees have been formed to provide technical advice as well as policy advice.		☑

Question 1.2

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State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MI	Initiated the Michigan Merit Award Program - a scholarship program which gives $2500 to students who meet or exceed state standards on the mathematics, reading, writing and science High School Tests. An additional $500 is available to middle school students based on their performance on the 7th and 8th grade tests. The Governor also issued an Executive Order transferring the assessment program from the Department of Education to the Department of Treasury.		Approved the Governor's proposal, stated above.			☐
MN					Administrative Law Judge approved rule amendments to hold the required passing scores for the Basic Standards Tests at 75% and not increase to 80% as intended in the original rule.	☐
MO				Funding to offset costs of AP exams/dual credit fees in math, Communication Arts and Science.	Using MAP Data for School District Accreditation.	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MS		Developed plan for revision of state assessment system to include 1) criterion referenced testing in grades 2-8, 2) norm referenced testing in grades 3-8, and 3) new secondary end-of-course assessments (Algebra 1, Biology 1, English II, US History from 1877) that will replace the Functional Literacy Examination as requirements for high school graduation. The plan also includes a provision for k-2 informal classroom assessments and will continue administration of ACT WorkKeys and occupational skills assessments for vocational program completers.	Enacted legislation enabling and requiring the MDE to implement the assessment plan as developed by the SBE.	Issued RFPs to enact revised assessment plan described above.	Development of occupational-specific assessments for program completers in several additional program areas.	☐
MT						☑
NC		The open-ended assessments at grades 4 and 8 were suspended due to a lack of appropriations of funds. The tests will be reinstated effective with the 1999-2000 school year. The N.C. High School Comprehensive test in reading and mathematics was implemented at grade 10 to measure student growth from grades 8-10 in reading and mathematics for the purpose of school accountability.	The open-ended assessments at grades 4 and 8 were suspended due to a lack of appropriations of funds. The tests will be reinstated effective with the 1999-2000 school year.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
ND	The Governor's budget included the budget request of the Department of Public Instruction in it's proposed budget to the North Dakota Legislative Assembly.		The North Dakota Legislative Assembly appropriated the funding requested by the North Dakota Department of Public Instruction with which to select, purchase and administer a nationally normed standardized achievement and group ability test at selected grade levels in North Dakota.	The North Dakota Department of Public Instruction requested and received additional funding from the North Dakota Legislature and Governor with which to select, purchase and administer state-wide a new norm-referenced standardized achievement and group ability test to students at selected grade levels.		☐
NE						☑
NH					Working in cooperation with the assessment committee of the State Superintendents Association, a data disk was developed. This disk allows local districts to aggregate and disaggregate assessment data based on several predetermined variables as well as variables defined at the local level. Work has also begun on the development of a special education alternate assessment to be administered statewide starting in May 2001.	☐
NJ						☑
NM						☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
NV	New Criterion-Referenced Tests in Reading and Mathematics were introduced at Grade 11 in April 1998, for the High School Graduation Class of June 1999.	New Criterion-Referenced Tests in Reading and Mathematics were introduced at Grade 11 in April 1998, for the High School Graduation Class of June 1999.	New Criterion-Referenced Tests in Reading and Mathematics were introduced at Grade 11 in April 1998, for the High School Graduation Class of June 1999..	New Criterion-Referenced Tests in Reading and Mathematics were introduced at Grade 11 in April 1998, for the High School Graduation Class of June 1999. (The State Department of Education initiated the development of these tests through the new test frameworks. These were then taken to the State Board for approval and the Governor, Legislature, State Board and Department provided the necessary resources once the tests were under development.)		☐
NY		Board of Regents established new learning standards and approved the development of new or revised assessments fully aligned with the standards.		The Department provided the first administrations of more rigorous new 4th and 8th grade and high school level assessments in English language arts and mathematics that are aligned to the learning standards.	Competency tests will be phased out as graduation requirements and replaced with more demanding Regents examinations in English, Math, Social Studies, and Science.	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
OH			Students who meet the proficient standard in all five twelfth-grade tests are eligible for a $500 scholarship if they enroll in an accredited Ohio post secondary institution. Schools are required to offer summer intervention to all fourth-grade and sixth-grade students who failed to demonstrate proficiency in at least three tests. Tests must be released on July 1 following the school year administered. However, questions being field tested are exempt from release.			☐
OK			The Arts was tested for the first time in Grades 5, 8, and 11. Re-testing of students not scoring satisfactory was eliminated; however, remediation is still required to be provided to the student.			☐
OR		Approved the "side-by-side" assessments as being Standard Administration. These assessments have been provided in writing, mathematics problem solving, and multiple-choice mathematics. At this time the format is Spanish/English for reading, writing and mathematics, and Russian/English for mathematics.				☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
PA	New Chapter 4 Curriculum Standards adopted. State Assessment (PSSA) changed to reflect the adoption of Curriculum Standards in January 1999.	New standards, January 1999	New standards, January 1999	New standards, January 1999		☑
PR						☑
RI						☑
SC			The Palmetto Achievement Challenge Tests (PACT) in English language arts and math were administered statewide for the first time to students in grades 3 - 8.			☐
SD			$500,000 has been earmarked for criterion referenced testing.	SD Department of Education has been charged with the development of criterion referenced tests.		☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
TN		Tennessee code requires the development of high school subject matter assessments to be used to generate value added measures of system, school, and teacher effect on the academic gain or growth of students in high school as well as elementary and middle school. Currently, development has been undertaken to phase in a total of 10 assessments covering 13 specific subjects for this purpose. Additionally, the current competency test will be replaced with the requirement for each student to pass a state administered test in Algebra I, Biology, and English II as a part of the requirement for earning a regular state diploma. This prerequisite will apply to the freshman class of 2001-2002.		Contracts for the development of the three Gateway tests in Algebra I, Biology I, and English II have been awarded with first administration to begin during spring 2002. Alternative assessment portfolios have been developed and field tested with implementation scheduled for the 2001-02 school year.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
TX		In July 1997 the State Board of Education completed the adoption of the Texas Essential Knowledge and Skills (TEKS) as the new state mandated curriculum. Beginning with the 1998-1999 school year, districts were required to use the TEKS, rather than the essential elements (EE), as the basis for instruction. The implementation of this new curriculum made it necessary to link the TAAS and end-of-course tests with the TEKS. The 1998-1999 school year marked the beginning of the transition of the TAAS, which was originally based on the essential elements, to an assessment that is aligned with the TEKS. This process was completed in the 1999-2000 school year.				☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
UT			Passage of HB 33 - Enhancing Academic Achievement in Public Schools in the 1999 General Legislative Session (February 1999). HB 33 involves changes to the core assessment program (CRT's and the statewide testing program that uses Stanford 9 (NRT)). This bill also adds that high school students will need to pass a minimum competency test to receive a high school diploma. These significant changes will be phased in over several years but shall be fully operational by the beginning of the 2002-2003 school year. A key change for the State's Core Curriculum Assessment Program involving end-of-course criterion referenced testing (CRT's) is that it is now required in math and reading/language arts K-12. Results of these core assessments shall now be reported to the public at the state, district, school and grade/course level. Stanford 9 testing will now include 3rd grade starting Fall 2000. Finally, high school students will need to pass a minimum competency "basic skills" test to receive a high school diploma. According to legislation, basic skills involves "mastery of specific functions, including reading, spelling, basic mathematics and effectiveness			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
			of written expression." Students shall have multiple opportunities to pass all or sections (e.g., Math) of the test.			
VA						☐
VI						☑
VT					The Grade 11 science exam was delayed in reporting for 97-98. Therefore, the decision was made not to assess that grade in 98-99.	☐
WA						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
WI	The Wisconsin model Academic Standards were adopted under the Governor's Executive Order #326 issued January 13, 1998.		Enacted Section 118.30 (lm), Stats., contains provisions requiring students to pass tests in order to be promoted from the fourth and eighth grades. This section of the Wisconsin Statutes is being called the "no social promotion law." Enacted Section 118.33 (cm) High school graduation standards. Beginning on September 1, 2002, a school board may not grant a high school diploma to any pupil unless the pupil has passed the high school graduation examination administered under s. 118.30 (lm) (d).	The Department of Public Instruction has begun development of the Wisconsin High School Graduation Examination. The Department of Public Instruction has developed a process to collect disaggregated data from all school districts. The information collected and reported indicates the percent of students who achieved at each proficiency category (Advanced, Proficient, Basic, and Minimal Performance), for the national norm group, Wisconsin students, districts, and schools. Also, it indicates the percent of students not tested on WSAS), for Wisconsin students, districts, and schools. The statewide assessment results are reported for all students enrolled in the grade regardless of the length of time they have resided in the state. The test results are sorted by students not in the district for a full academic year as well as those who are in the district for a full academic year. The scores are further sorted by students in the district who are in a single school or not in a single school during the academic year. Another score reported indicates the achievement of students with		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
				disabilities who reside in the district but attend school in another district. In addition to the above, the statewide assessment results are also disaggregated by student groups in the grade by gender, race/ethnicity, English proficiency, migrant status, disability status, and economic status. Information about the achievement levels of these student groups is necessary in order to improve public understanding of the challenges facing each school and district. By providing this information, we hope to stimulate cooperation among different segments of the community and to engage in a constructive discussion and debate about ways to improve learning for our children. Complete disaggregated results for all schools and districts are available at our web site http://www.dpi.state.wi.us/dpi/oea/index.html		
WV						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1998-99? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
WY			In March 1998, the Legislature funded a standards-based and NRT assessment in language arts and mathematics for grades 4, 8, and 11.	In April, the Department issued an RFP for the state assessment and awarded a contract in July, 1998. The Department and it's contractor, Advanced Systems In Measurement and Evaluation, Inc. designed and implemented the first year of the assessment in April, 1999.		☐

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

State	Response
AK	
AL	Development of an alternate assessment for students of special populations.
AR	We will develop, field test, and pilot end of level exams in algebra, geometry, reading, and writing.
AS	Territory Content Standards will be developed and implemented with focus to align with Curriculum Standards later on. New Assessments will be built on those standards. Will adopt NAEP Pilot Testing in Science and Math for grades 4 and 8.
AZ	Arizona's Instrument to Measure Standards (AIMS) in English in grades 3, 5, 8 and 10-12 (graduation test) and grades 3, 5, and 8 in Spanish. AIMS tests the Arizona Academic Standards in reading, writing, and mathematics content areas. Each content area includes various item types.
CA	A high school "exit" examination that all students will be required to pass in order to receive a diploma beginning with the graduating class of 2004 is under development. By statute the first administration, on a voluntary basis for students in grade 9, will occur in spring 2001. A test of English language development that reflects the state's standards in English language development will be field tested in fall 2000 and first administered in spring 2001.
CO	(1) Expansion of the assessment program to include reading assessments in grades 3-10 (2001), writing assessments in grades 3-10 (2002), and mathematics assessments in grades 5-10 (2002). (2) Expansion of the alternate assessment to cover reading, writing, and mathematics for all appropriate grades. (3) Administration of the ACT to all grade 11 students at state cost (2001).
CT	The Third Generation CMT and Second Generation CAPT development has been underway for the last two years and development continues. Implementation of both programs will be in the academic year 2000-2001.
DE	
FL	The Department will develop assessments in reading and mathematics in all grades 3-8. (five new tests), and will implement a norm-referenced testing program that will be administered in conjunction with the FCAT program.
GA	Georgia Kindergarten Assessment Program revised and operationalized: Criterion-Referenced Competency Tests (CRCT) at grades 4, 6, and 8 developed, piloted, field-tested for April 2000 operational
HI	Development and implementation of the Hawaii Content and Performance Standards II (HCPS II) State Assessment which will be comprised of a norm-referenced component (the Reading Comprehension subtest and the Mathematics Problem-Solving subtest of the Stanford Achievement Test [9th Ed.] Abbreviated) and a locally developed (in cooperation with Harcourt Brace Measurement Company), criterion-referenced standards-based assessment. This standards-based state assessment is one of two tiers in the state assessment system. The second component is designed to provide support to schools for sound, standards-based school/classroom assessment practices.
IA	Assessment projects include: 1) Statewide Classroom Assessment Literacy training (learning teams) for local school districts, facilitated by intermediate service unit area education agency staff. 2) Development of test modules to provide another technically adequate option for school districts to meet multiple measure requirements (in mathematics and reading) of HF 2272. The development of these modules is being conducted under an AEA collaborative project.
ID	The legislature passed three bills requiring ten minute, individual assessments of all K-3 students in specific areas of reading. Will start in September 1999.
IL	The state assessment is changing from the Illinois Goal Assessment Program (IGAP) to the Illinois Standards Achievement Test (ISAT). The ISAT is aligned with the state learning standards that were adopted in 1997. We are also designing 2 new Prairie State Achievement Exams (PSAE) to be implemented in 2001 for all grade 11 students.

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

State	Response
IN	Develop a statewide remediation study and remediation effectiveness. Alternative assessment implemented Fall 2000.
KS	State Curriculum Standards are being rewritten in reading, writing, science, mathematics, and social studies. New assessments will be built based on those standards. The state will be providing models for performance assessment in each of the content areas. The state will be requiring that performance assessments be administered locally. Second grade reading diagnostic tests will be required of all buildings, and results will be reported to the state.
KY	
LA	LEAP for the 21st Century 1. Grades 4 & 8, English and Mathematics - Implementation (Spring 1999) 2. Grades 4 & 8, Science and Social Studies - Field Test/Standard Setting (Spring 1999/Fall 1999) 3. Grades 4 & 8, Science and Social Studies - Implementation (Spring 2000) 4. LEAP 21 Graduation Exit Examination - Item Development (1999-2000) 5. LEAP 21 Exit Examination - English and Mathematics Implementation (Spring 2001)
MA	The History and Social Science MCAS test was administered at grades 8 and 10 in Spring 1999, and standard setting was completed for this test in 1999; no student, school, or district scaled scores or performance level scores were reported. The MCAS tests in Reading at grade 3, History and Social Science at grade 5, Science & Technology at grade 5, and Mathematics at grade 6 will be piloted in spring 2000. There will be ongoing development of test items for English Language Arts, Mathematics, Science & Technology, and History and Social Science MCAS tests. An alternate assessment for students with severe disabilities will be developed. An English Proficiency Assessment for Limited English Proficient (LEP) students, a Science performance task assessment, end- of-course testing in Science & Technology at grades 9-10,and implementation of a high stakes testing program which mandates successful completion of grade 10 MCAS test in Mathematics and English Language Arts as a high school graduation requirement are also under development. Ongoing technical studies and analyses related to MCAS results will be conducted.
MD	In 1998-1999 the Maryland State Department of Education developed High School Assessments in the content areas of English I, Government, Algebra, Geometry, and Biology. The tests are being field tested during the 1999-2000 school year. Passing the tests may become a high school diploma requirement.
ME	Development and implementation of alternate assessment strategies for students with needs not accommodated by the current format of the MEA tests. Also, a pilot assessment portfolio project is underway to assist local schools in strengthening the assessment programs.
MI	1. The MEAP office is currently in the process of developing assessments for the next generation of elementary, middle/jr. high and high school tests in the content areas of reading, writing, mathematics, and science. The current tests are based on the model core curriculum Outcomes document that was approved by the state board of education in 1991. The new assessment plans will be based on the Curriculum Content Standards which were adopted by the state board of education July 1995. Some of the significant changes related to new assessment plans are constructed-response test items for all grade and levels and the English Language Arts assessment will now be one assessment instead of separate reading and writing tests. A listening component will also be added.
MN	High school Comprehensive Assessments to evaluate student progress in the High Standards at the secondary level in reading, writing and mathematics.
MO	Health/PE Test is voluntary in 2000 and will be mandatory in 2001. Fine Arts will be field tested in the Spring of 2000, given on voluntary basis in 2001. MAP A is voluntary in 2000 and required in 2001.
MS	Replacement or revision of primary assessment system in grades 4-9; development of new high school exit requirements and revision/replacement of current Functional Literacy Examination; review and possible revision or replacement of current end of subject assessments.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

State	Response
MT	1. Developing a Montana Comprehensive Assessment System (MontCAS) that aligns to the state content standards, and includes shared responsibility between local and state entities. Phase 1 includes administering a single statewide norm-referenced test for all students in Grades 4, 8, and 11, and identifying the standards that can be measured with this test. Phase 2 will involve identifying methods of measuring the standards that have not been measured in Phase 1. 2. Planning for a major professional development effort is underway with the key statewide stakeholders - teachers groups, administrators, state offices, school boards, etc. - that will focus on the alignment of content standards, curriculum, instruction and assessment. A legislative package will be presented in January 2001.
NC	(1) North Carolina is in the process of developing a multiple-choice high school exit exam, a graduation requirement, to be administered to all students in grade 11 effective in 2002; (2) In response to the revised IDEA legislation, North Carolina is in the process of developing an alternate assessment portfolio (for students with serious cognitive disabilities) and a computerized adaptive testing system (students functioning off grade level) for students with disabilities who are currently being exempted from the statewide assessment initiatives due to IEP requirements; (3) the return of the open-ended assessments in grades 4 and 8; (4) revision of all mathematics tests grades 3-12; (5) revision of science end-of-course tests in the areas of physical science, biology, chemistry, and physics; (6) revision of all English language arts tests in grades 3-12; (7) addition of an English III end-of-course test; (8) addition of an English IV end-of-course test; and the (9) merger of the North Carolina Tests of Computer Skills (multiple-choice and performance) into a single performance test.
ND	State Assessments that are fully developed and referenced to the state standards and benchmarks are: North Dakota Reading Test North Dakota Writing Test, North Dakota Listening Test, North Dakota Speaking Test, North Dakota Mathematics Test. The North Dakota Science Test is currently under development.
NE	Lots of teacher and staff development to assist districts in developing CRAs to compliment NRTs in assessing student achievement of state standards. Development of the reporting system. ESUs working with local districts in developing local assessments.
NH	Continue implementing local educational assistance program funded by Legislature. Work with local school districts on interpreting data and developing educational improvement plans. Work on incorporating assessment results into a state report on the condition of education's statewide and on a district-by-district and school-by-school bases.
NJ	Implementing the new grade 4 tests in Social Studies; and the new grade 8 tests in Science and Social Studies. Ongoing field tests at grades 4, 8, and 11 to fully implemented assessments in all content areas contained in standards.
NM	1. Development of new high school exit examination; 2. Selection of a uniform reading assessment at grades 1 and 2; 3. Expansion of achievement assessment to grades 3 to 9. Achievement assessment will be administered in grades 3 to 9 beginning in Spring of 2000.
NV	Introduction of criterion-referenced tests in reading and mathematics at grade 3; and reading, mathematics, and science at grade 5. The latter will include constructed responses. All tests will reflect the new standards adopted in 1998-99. Development of High School Proficiency Examinations reflecting these new standards will be taking place during this same period, for application as soon as the opportunity to learn requirements have been met.
NY	New grades 4 and 8 English language arts and math tests being administered in 1999. Regents exams in English and Math being introduced in June 1999. New revised formats are being pretested and field tested in elementary and high school science and elementary, middle and high school social studies.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

State	Response
OH	Ohio began development of new high school graduation tests mandated by Sub. Senate Bill 55 (1997) five areas of writing, reading, mathematics, civics, and science. Early in 1999, the State Board of Education approved competencies that will be measured by the new tests. In August, 1999, we began developing items and taking those through the first steps of our item development process with a small initial field testing scheduled for March 2000.
OK	In the 1999-2000 school year, the Oklahoma Core Curriculum Tests will be given in Grades 5 & 8, but in Grade 11 only Geography will be given. End-of-Instruction field testing will occur in English II and United States History. In the 2000-2001 school year, end-of-instruction tests will be implemented in the areas of English II and United States History and field tested in Biology I and Algebra I. It is a graduation requirement to take the end-of-instruction tests.
OR	Oregon is moving to a levels testing format for reading and mathematics. We will continue to develop the assessment system to allow students to demonstrate mastery at the Certificate of Initial Mastery level (approx. grade 10) and at the Certificate of Advanced Mastery level (approx. grade 12) in reading, writing, mathematics, science and social studies. Further work is under development in implications for students with special needs as well as students with languages other than English as their primary language. The development of "Assessment Centers" around the state to facilitate "re-testing" or testing at times other than during the traditional assessment window is being researched.
PA	In 1999 - 2000, a standards validation project in Reading, Mathematics and Writing will occur. In 2000-2001 individual student subscales by Academic Standards will be included in the student reports, all students will participate in the state writing assessment at Grades 6, 9, and 11, the writing assessment will be changed to yield individual results (as well as school level standards based results), and there will be a trial performance standard level setting session.
PR	Puerto Rico Psychometric Corporation will not be in charge of the state assessment program. College Board will take over. At this moment College Board has started a revision of the test. Test will include the measurement of the use of assessment techniques.
RI	Field testing of the Alternate Assessment system for students with severe disabilities.
SC	South Carolina will administer Alternate Assessments to students in grades 3 - 8 in spring 2001.
SD	As mentioned above, a criterion referenced test related to the standards, needs to begin in the school year 2000-2001.
TN	The State Department of Education is currently developing performance Indicators to support the necessary infusion of content and skill into the instructional process required for success on new assessments to be developed for English I, Physical Science, Chemistry, and American History..

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1999 to August, 2001)? Please describe each project briefly.

State	Response
TX	Assessment projects under development include the Alternative Assessment and the Reading Proficiency Tests in English (RPTE). The Alternative Assessment will assess special education students who are exempt from TAAS but are being instructed in the state-mandated curriculum. Students will be assessed at their appropriate instructional levels, as determined by their ARD committees, rather than at their assigned grade level. The RPTE will be given annually to limited English proficient (LEP) students not yet taking TAAS in English, including those students taking TAAS in Spanish. In addition, the division began planning the development of new assessments required by legislation enacted in June, 1999, to be implemented no later than the 2002-2003 school year. The changes required by this legislation include the following: the exit level assessment required for graduation will move from grade 10 to grade 11 and increase its scope to test English language arts, mathematics with the use of technology, social studies and science; the grade 11 exit level will assess skills prerequisite to high school graduation and readiness to enroll in higher education institutions; it adds a grade 10 test in the same subject areas as the grade 11 exit level; and it also adds a number of new tests in other grades, such as grade 5 science and grade 9 reading and mathematics, and eliminates some existing tests, such as the end-of-course tests. This legislation also requires that grade placement committees in schools determine whether to retain students in grade if they do not pass the reading test at grade 3 in 2002-2003, the reading and mathematics tests at grade 5 in 2004-2005, and the reading and mathematics tests at grade 8 in 2007-2008.
UT	Secondary language arts (grades 7-11), as well as development of a high school minimum competency test.
VA	A test of the high school world geography standards has been administered for the first time.
VI	Terra Nova Assessment Series
VT	Science item development. Social studies test development.
WA	Continued development and implementation of standards-based assessment. First administration of voluntary assessments at grade 10 in reading, writing, listening, and mathematics in spring of 1999. Item development for standards-based science assessments begun in fall of 1998. Field testing of science assessments at grades 8 and 10 in spring of 1999, 2000, and 2001. Voluntary administration of science assessments at grades 8 and 10 in spring of 2002. Preliminary assessment development work to begin in social studies, health and fitness, and the arts at the middle and high school levels during 1999-2000. Field testing of science assessments at grade 5 in the spring of 2001.
WI	The development of the Wisconsin High School Graduation Test. The development of the Legislators Guide to Assessment. Classroom Assessment. The Educators Guide to the High School Graduation Test.
WV	None
WY	The state standards-based and NRT assessment will be administered in April 1999. A video on the assessment will be released by the Department in January 1999. An alternate assessment is being designed and was piloted tested in 1999-2000 and will be fully implemented in 2000-2001. Results of the first state assessment were released in September 1999. A new state, district and school report are required and are currently under development.

Question 1.4

Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
AK	☐	☑	
AL	☐	☑	
AR	☑	☐	Schools whose grade configuration is without a state mandated test must assess whether or not students are performing at grade level in reading and mathematics.
AS	☑	☐	Local Assessment and School Improvement Plan
AZ	☑	☐	The State Department of Education is mandated to require and review District Achievement Plans (DAP). DAPs are primarily a narrative that document alignment between district curricula and state standards, and model programs that help ensure all students are given the opportunity to achieve the Arizona Academic Standards. Summary completion data were collected for grades 3, 5, 8 and 12.
CA	☐	☑	
CO	☑	☐	To be determined
CT	☐	☑	
DE	☐	☑	
FL	☐	☐	
GA	☐	☑	
HI	☐	☑	
IA	☑	☐	No required state assessment; however, as a part of the comprehensive school improvement planning and annual progress reporting process, schools are expected to provide information regarding student achievement on state indicators.
ID	☐	☑	
IL	☑	☐	Local Assessment and School Improvement Plans
IN	☐	☑	
KS	☑	☐	Local districts are required to provide at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence. In addition, a second grade reading diagnostic test is required of all schools. Results must be reported to the state.
KY	☐	☑	
LA	☐	☑	
MA	☐	☑	
MD	☐	☑	
ME	☑	☐	Maine does not require the use of standardized tests other than the MEA. However, the new Learning Results legislation does call for the development of the local assessment capacity, particularly in the area of performance assessment.
MI	☐	☑	
MN	☐	☑	
MO	☑	☐	School Districts must have specific strategies for assessing Show-Me Standards not addressed in MAP.

Question 1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
MS	☐	☑	
MT	☑	☐	
NC	☐	☑	
ND	☐	☑	
NE	☑	☐	Not in addition to, but as a part of the statewide system. Student score results, assessment plans and policies, school improvement plans.
NH	☐	☑	
NJ	☐	☑	
NM	☑	☐	Assessment information, in addition to the state mandates, may be required as part of the accreditation process.
NV	☐	☑	
NY	☐	☑	Results of state tests must be publicly reported. There are no specific requirements for other assessments.
OH	☑	☐	Districts must implement "competency-based education" programs for composition, mathematics, science, citizenship, and reading in grades 1-12. Districts must develop or adopt assessment methods to measure student progress in meeting performance objectives in each area at each grade and report by grade and school the number who made satisfactory progress as shown by the assessment.
OK	☐	☑	Although the state does not require each local district to operate its own assessment program, each school district board of education shall adopt a Comprehensive Local Education Plan once every four (4) years. Each school district shall review and update the plans annually. Required subparts of the plan include school improvement, staff development, capital improvement, alternative education, and reading sufficiency.
OR	☐	☑	
PA	☑	☐	Provide information requested by the Department regarding the achievement of academic standards which does not include student names, identification numbers or individually identifiable information. Provide summary information including results of school district assessments relating to school district local assessment system to the general public regarding the achievement of students, which does not include student names, identification numbers or individually identifiable information. The school local assessment system should be described in the district's, including charter schools or AVTS strategic plan.
PR	☐	☑	
RI	☑	☐	Districts and schools can list local assessments in their strategic plans.
SC	☐	☑	
SD	☐	☑	
TN	☑	☐	Local systems are required to report the percentage of grade 2 students at or above grade level in reading and mathematics. A standardized procedure is required for this purpose.
TX	☐	☑	
UT	☑	☐	District level results reported annually.

Question 1.4

Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
VA	☐	☑	
VI	☐	☑	
VT	☑	☐	A Schools comprehensive assessment system shall yield results that enable it to : make decisions about instruction, professional development and education resources and curriculum and report to the public on student performance measures and progress in, as appropriate, early reading, English language arts, mathematics, science history and social sciences.
WA	☐	☑	
WI	☐	☑	
WV	☐	☑	
WY	☑	☐	Legislation requires schools to report standards-based assessment results by school and by district in school and district report cards using a uniform reporting format.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
AK	Developing a Comprehensive System of Student Assessments: 1. Alaska High School Graduation Qualifying Examination 2. Benchmark exams at grades 3, 6, and 8 3. Alternate System of Assessments for Special Education Students
AL	Print materials on each assessment are provided to the public and to local school systems.
AR	Training manuals and training for principals on the CRT; test administrators' handbooks and training for CRT and NRT; a brochure for parents; training manuals and training for teachers and administrators in scoring open ended items on CRT
AS	Printed training materials were provided to teachers and principals to explain the norm reference testing and training purposes.
AZ	A newspaper was developed for and disseminated to all parents with students in Arizona public schools. The paper reported the state standards in Language Arts and Mathematics, as well as some of the policy related to the use of test scores, including the graduation test law.
CA	Most materials that have been developed for use by school districts in their working with parents, educational professionals, and others. All the materials developed by the CDE are available on the CDE website at www.cde.ca.gov/statetests/ .
CO	
CT	Connecticut has developed a Holistic Scoring Workshop software package, presented on CD, that provide school district personnel with training on holistic scoring methods, rubrics, etc., for the CMT writing and CAPT Response to Literature and Interdisciplinary sections. Scorview Software was also developed to provide school district personnel with images of student test work on CD for the CMT writing and CAPT Response to Literature and Interdisciplinary tests. MTIS Software, similar to existing software for the CMT, was developed for the CAPT for the purpose of providing district personnel the ability to analyze test data. CAPT Program Overview and CMT Program Overview are newly developed test guides which provide program information for school districts and the general public.
DE	Interpretive guides for teachers and parents, released items with scoring rubrics and student responses.
FL	In 1998-99 we developed and distributed parent and teacher newsletters and an informational video about FCAT.
GA	1) Georgia High School Graduation Tests Brochure (print) - disseminated to every high school in Georgia. Audience was parents, students, and teachers. 2) Georgia Kindergarten Assessment Program - Revised training video. Audience was kindergarten teachers, school administrators. 3) Criterion-Referenced Competency tests Brochure (print) - disseminated at a variety of informational meetings. Audience was system leadership, curriculum and testing specialists. 4) GSAMS (Distance Teleconferencing/Wide Area Video Hook-up) for dissemination of new regulations re: reauthorization of IDEA, revalidation and re-alignment of tests to revised curriculum.
HI	Printed training materials were provided to a variety of audiences (teachers, principals, parents) to explain the state assessment program or for training (administration) purposes.
IA	Print documents: 1) Implementing a district-wide standards-referenced assessment system, 2) Implementing a district-wide standards-referenced assessment system: Technical Manual, 3) Technical assistance for comprehensive school improvement. CD-ROMs: 1) Standards development for school improvement in Iowa, 2) Resources for comprehensive school improvement in Iowa.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
ID	A math tool-kit has been developed for the math assessment (both grades 4 and 8) and a "pencil box" has been developed for fourth grade writing. Both items are print materials.
IL	Several printed publications and brochures are available to administrators, teachers, and parents. Sample materials for all tests are provided to schools. Test items have also been placed on our website along with other assessment information.
IN	Billboards, remediation guides, educator guides, parent guides, teacher scoring guides, T.V. spots, radio spots
KS	Curriculum consultants provide printed training materials in each content area for various training meetings, workshops, in-service presentations, etc.
KY	1. Core Content for Assessment – Audience is teachers and administrators. Format: Print and WEB. 2. District Assessment Coordinator Guide – Audience is District Assessment Coordinators. Format: Print and WEB 3. Kentucky Teacher – Monthly newspaper to teachers and administrators. Format: Print and WEB. 4. Annotated Item Worksheet (Item Scoring Guide with sample student responses and scores; Instructional Strategies). Audience is teachers and parents. Format: Print and WEB. 5. Released Assessment Items (Open Response and Multiple Choice). Audience is teachers and parents. Format: Print and WEB. 6. Item Commentaries (Item, Expectations, Instructional Connections). Audience is teachers and parents. Format: Print and WEB. 7. Open Response in the Classroom. Audience is teachers. Format: Print and WEB. 8. Various Public Information documents – Audience is parents and general public. Format: Print.
LA	In preparation for implementation of the new criterion-referenced testing program, the state has made available a number of public relations materials. These include brochures, newsletters, and videos. In addition, a public relations firm was used to provide a comprehensive view of the entire reform program, including standards, assessment, and accountability.
MA	A parent version of a guide to interpreting MCAS student results, translated from English into eight languages, was sent to every parent along with a report of the child's results. Regional workshops were conducted for members of the media. The Department of Education web site has a copy of the 1998 and 1999 MCAS tests available for download. Ten documents related to administration of the MCAS test and seven documents related to the reporting of test results by school district and student were developed within the Dept. of Education. Mass Insight, a private organization, continues to develop approximately one million copies of a brochure, "Starting Now," distributed to the general public to provide general information about the state's assessment program.
MD	The Maryland State Department of Education (MSDE) uses a multi-media strategy to market its statewide school reform program, the Maryland School Performance Program (MSPP), and its accompanying assessment program, the Maryland School Performance Assessment Program (MSPAP). Through the ongoing distribution of numerous print publications and video tapes, and the increasing availability of information through the MSDE web site (www.msde.state.md.us) and toll-free information line (1-888-246-0016), the Maryland State Department of Education educated a wide range of audiences about the statewide assessments. The audiences include students, teachers, parents, local school system personnel, media, and interested education stake holders such as the Maryland Business Roundtable, Maryland PTA, teachers' associations, and faculties of teacher-preparation programs.
ME	The Maine Department of Education is devoting a section of its web-site to assessment (http://www.state.me.us/education). This includes a guide to the MEA, school scores, as well as a broader school profile.
MI	

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
MN	Brochures for parents; sample tests in print and on the WEB for teachers and students.
MO	The following is on the Web. (1) State has revised Blueprint for Assessment), (2) has placed released items on its Web-Math, Communication Arts, Social Studies, (3) page for Math Achievement level descriptors, (4) press releases citing over 200 local schools for earning top scores on MAP, (5) 155 Schools earn most improved status, (6) State sent ClearAccess Software to all districts with their data; Test Manuals; workshops.
MS	Printed and electronic data summary results are available on request. State web site gives overview of system/components and summaries of recent data. Videotaped training disseminated for the NRT component. Workshops and conferences are conducted in various areas around the state.
MT	Three types of training sessions are being presented to school personnel throughout the state. The first training sessions involved an awareness of the changes and requirements involved in the implementation of a new statewide assessment . The second will include the specifics of the management and administration of the tests prior to the first administration of the new process. Following the return of the results, sessions will be held throughout the state on the value, use, and communication of the results.
NC	
ND	Videos 1. 1990 Test-Interpretation Video (First Edition) and Booklet 2. 1993 Test-Interpretation Video (second edition) and Booklet 3. 1999 Test-Interpretation Video (third edition) and Booklet. Press Releases are done each year to announce the release of the State Assessment Results. North Dakota State Averages are released each year. Beginning this year the results will also be on our Web Site. Disaggregated data by the following have been done each of the past 9 years. These include: size of school district, gender, ethnicity, Title I, IEP, 504, and Region.
NE	Used federal funds to promulgate a "tool kit" to assist districts in developing local assessments. Have developed materials with the help of McREL and the Buros Institute, along with training sessions and workshops to develop assessment skills of teachers and administrators.
NH	A comprehensive publicity program involving both print and broadcast media. The primary focus is on helping local districts explain the assessment program in their community and develop support for educational improvement initiatives. Test Administrator and Coordinator manuals as well as test interpretation manuals are distributed to educators statewide.
NJ	Prior to administering new components of the statewide assessment system, training workshops are conducted with school and district staff. The department produces parent handbooks with sample items, score interpretation manuals, and a detailed description of the essay scoring process annually. Similarly, the department has placed sample questions and answers for the ESPA and GEPA tests on the department's website.
NM	State-mandated Assessment Handbook, Assessment workshops for districts
NV	Brochures describing new Criterion-Referenced Tests distributed throughout High Schools (developed by both districts and the state). Published descriptions of Direct Writing Assessments with annotated examples of papers receiving differing scores.
NY	Print and public access television. We have produced written test samplers or information brochures for each assessment given for the first time in the 1998-99 school year. Many of these documents are also available on the internet. We produced a four page newspaper insert with approximately 4,000,000 copies circulated. Monthly, the Department produces a public access television program focusing on an element of the state assessment program. Audience includes school personnel, general public, (voters, and tax-payers).

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
OH	The following print materials were developed: 1) Planning for graduation listing for parents and students each outcome on the graduation test. 2) Individual fact sheets for each 9th grade and 12th grade proficiency tests is intended for teachers and describes in more detail each learning outcome. 3) Information guides at the 4th and 6th grade combine all 5 fact sheets into one document intended for teachers. Additional material about proficiency testing is included. 4) At each grade level, practice tests (at least half length) and manuals for administration and scoring were created for students, teacher and parents.
OK	Publications include: ITBS Teacher Directions Manual; ITBS Student Booklet for the Practice Test; ITBS Pretest In-service Manual; ITBS Spring Interpretive Guide; OCCT Directions for Administering Manual; OCCT Guide for Parents, Students, and Teachers; OCCT Pre-Test In-service Manual; OCCT Interpreting the Reports: A Guide. Each of these manuals are in print format and provided to teachers, students, and parents. A School District Report Card on Student Testing each year is provided to school superintendents, legislators, educators, community leaders, parents, and news media which provides assessment results for all districts. The State Department of Education also publishes such documents as "Annual Report - Statistical Report on Oklahoma Schools and the State Department of Education", "Investing in Oklahoma - The Progress of Education Reform", and "Implementation Help - New Graduation Standards and Assessments".
OR	A variety of print materials (some directed towards parents, some directed towards teachers, and some directed towards administrators) have been very well received. These have been titled "Seeds of Change". The documents have been supported by television commercials (brief spots) asking people to stay informed about recent changes to their local education programs. All of these are supported by routine mailings to district Superintendents, Principals, and teachers.
PA	Assessment Handbooks, Instructional Handbooks, PSSA Classroom Connections Kit, Pamphlet that describes the Reading Assessment Advisory Committee, CD to train people in how to score student writing, school by school results by scaled scores, and supplemental documentation for Reading, Mathematics and Writing Assessment Reports. The intended audience includes teachers, administrators, and educators for all of the materials, the general public for the school by school results.
PR	A one day orientation is conducted by the firm which prepared the test on the administration procedure; materials are distributed explaining the logistic o ft he administration of the test during the Assessment work. In the year 1999-2000, it will be administered. In addition, parents are oriented by means of an official letter signed by the Secretary. A television presentation announcing the state assessment is given through Channel 40 located at the Metropolitan University of Puerto Rico. The Assessment Accountability Model was prepared and validated by Dr. Isidra Albino. The State Assessment is part of this Model; in addition to the grades system and the assessment techniques.
RI	The Department of education website {www.ridoe.net} contains information about the assessment program and we have a website developed (www.infoworks.ride.uri.edu) that portrays test scores and other relevant information by school and districts. Other print materials developed to assist with the operation of the program have been developed.
SC	The Department of Education produces test administration manuals and curriculum guides.
SD	We developed and distributed an interpretive guide for our SAT9 Test. Schools found it useful.
TN	The state maintains assessment data on the department web site. A comprehensive Report Card is issued for each system as well as a technical supplement giving a three year summary of the academic gain or growth at the system as well as the school level for each grade level and for each of the five subject areas assessed. High school value added information is also included. Supplemental diagnostics are provided giving each system and school information on the progress of students by pre-achievement level. This information is grade level and subject area specific as well (i.e., a principle could determine if grade five instruction had been more effective will low pre-achievers in math, etc.). Other reports include the traditional np's nce's stanines, and performance on each objective measured.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
TX	(1) The Statewide Report of Student Results is published in the early spring of each year. It includes information about the previous school year's test results statewide, provides a good overview of the testing program, and tells how students performed statewide on the TAAS and end-of-course tests. It also includes sample test items and the findings of studies conducted by the Student Assessment Division during the year. Each spring when the new report comes out, copies are shipped to school districts and education service centers (ESCs). (2) The Technical Digest is published annually in the spring and is shipped to school districts and ESCs. It is a document of the activities and the attributes of the state testing program. It is useful in understanding how the testing program is structured and how tests and test items are developed. (3) Since 1995 all tests given during a school year are released each August. An initial shipment is made to school districts and ESCs. Available are test booklets, answer keys, and written composition scoring guides. (4) TAAS Study Guides are by law provided free through school districts to students who fail one or more parts of the TAAS. Guides, which are provided in English and Spanish (Grades 3-6), arrive at about the same time as students' test results. The study guides are designed to strengthen the skills tested on TAAS. (5) In order to be eligible to receive a Texas high school diploma, students must satisfy a graduation testing requirement. A brochure, "A Student's Guide to Testing Requirements for High School Graduation in Texas," explains the graduation testing requirement and is distributed through school districts to students and parents. (6) TEKS Update Booklets illustrate the alignment of the TAAS and end-of-course tests with the Texas Essential Knowledge and Skills, the state-mandated curriculum. There is a booklet for each test, and each booklet includes the TEKS student expectation statements eligible for testing of each assessment in the testing program. These booklets have been provided to all school districts and ESCs. (7) The information booklet, Interpreting Assessment Reports, is produced in late spring each year and is provided to school districts and ESCs as a guide to interpreting the various reports of student performance results that are generated. (8) Student Assessment in Texas: Meeting the Challenge is a television series that provides current information on various aspects of the assessment program. Now in its sixth season, it is broadcast to school districts over the T-Star network. (9) TAAS Coordinator Training takes place each January. Test coordinators from the 20 regional ESCs and the state's largest districts receive training on the upcoming spring statewide test administration. These coordinators, in turn, replicate this training in school districts and on campuses. NOTE: Many of these materials are available at the Texas Education Agency's Web site. The website address is www.tea.state.tx.us.
UT	Several print documents are produced for parents, teachers, administrators, as well as legislators and State Board members.
VA	Parents have been provided an informational brochure on the testing programs and sample SOL test items. Teachers have been provided copies of the SOL test blueprints. The sample items and blueprints are available on the Department's web site.
VI	Print and video materials. Community at-large.
VT	A downloadable Web site called the Vermont School Report that contains all student assessment data as well as school, district, and town contextual data. Web site for viewing assessment results in graphic or table form allows for comparison to previous years or similar schools. A newspaper insert containing the 1998-1999 state assessment results and accompanying articles. Sample items were included.
WA	Norm-referenced program: print material on test interpretation; building and district results available electronically and posted to agency web page. Standards-based program: print materials on multiple aspects of the program; print version of example test; print version of technical manual; print version of parent guide; print version of test results interpretation guide; test results available in searchable database on agency web page; many documents available on web page.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
WI	State Superintendent John T. Benson developed a staff development video to introduce performance standards and proficiency levels to Wisconsin school districts and citizens along with an Assessment Communications Kit for school districts and the media. The Wisconsin School Performance Report Results for Districts and Schools Within Districts is published annually for the Knowledge and Concepts Examination results at 4th, 8th, and 10th grade. The Wisconsin Comprehension Performance Report Summary by District and School Within District is published annually for the Wisconsin Reading Comprehension Test at grade three. Other publications describing the Wisconsin Student Assessment System Program are also published and distributed, such as; the Wisconsin Reading Comprehension Test Brochure for Parents; the Student/Parent Pre-Test Guide for the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade; a brochure entitled "Wisconsin Student Achievement Facts"; The First Notice of the Wisconsin High School Graduation Test Map of Test Content; press releases, etc. Wisconsin makes extensive use of our website to provide broad access to electronic copies of assessment data and publications.
WV	Brochure for Parents, "Understanding and Utilizing test Results from the Stanford Achievement Test" Technical Assistance Manual - Grade 4 Writing Assessment Technical Assistance Manual and Video - Using Explore Results
WY	As a part of the RFP, the assessment contractor was required to develop a website that would explain and update users on assessment information. A video and brochure were also planned to inform schools and the public about the assessment. A policy book on participation of all students including special populations (students with disabilities, LEP, and minorities) in state and local assessments.

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
AK	Current assessment program; plans for development	Audio-conferences, conference presentations	☐
AL	Series of regional workshops in which the purpose, format, and general content of the state testing program were discussed. Training for teachers on the use of Pathways for Learning, an instructional tool for use in preparation for the graduation exam.		☐
AR	Workshops on interpreting and using assessment results; workshops on making data driven decisions in the school improvement model; workshops on using assessment results to assist schools in academic distress; training in scoring constructed response items	All workshops had a presenter with a training manual or training materials which were given to participants.	☐
AS	Training in test administration and general description on the use of Stanford 9 test scores for school improvement.	Documents were provided to schools for distribution including Practice Tests for students.	☐
AZ	Workshops on the use of Stanford 9 test scores for school improvement; training on the District Achievement Plan and system of accountability for all (accommodations and modifications for students with disabilities). Standard-based education workshops are conducted for teams of teachers, administrators and parents. Workshops focus on the implementation of standards in classrooms, assessing and reporting progress in standards-based education, using the Six-Trait Writing rubric to teach writing, etc.	Stanford 9 workshops were a full-day, involving work with data. Training on the accountability system were half-day informational sessions with Q&A. Standards workshops range from 1 to 2 days.	☐
CA	General description about use of standardized test results.	Documents provided to school districts for distribution and use in district workshops.	☐
CO	1) Training in test administration. 2) Recently completed video module on the use of accommodations in the classroom and assessment for use in the 1999-2000 school year. 3) Training on the use of item maps to better enable teachers to understand the expectations of the assessment program.	1) Trainer of Trainer Workshops 2) Module to be used in districts and schools. 3) Participatory, informational workshop.	☐
CT	Holistic Scoring Training, Interpreting Results, Using MTIS Software for Analyzing Test Data, Curriculum Development, Instructional Strategies	Workshops, Handbooks, Released Items, Training Sessions	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
DE	DOE Assessment staff provided pre- and post-test workshops for parents, schools, and districts. DOE assessment staff and our vendor, Harcourt-Brace, provided pre- and post-test workshops for district and school test coordinators. The workshops targeted standards, curriculum alignment, the DSTP, test administration, data-driven decision making, interpreting test scores, and using test results to improve classroom instruction.		☐
FL	In Florida, Area Centers for Educational Enhancement have been established to provide staff development of district staff and teachers. The staff of these Centers and local district staff development offices utilize publications of the Department of Education that describe the content, format, and scoring of FCAT for training.	In Florida, Area Centers for Educational Enhancement have been established to provide staff development of district staff and teachers. The staff of these Centers and local district staff development offices utilize publications of the Department of Education that describe the content, format, and scoring of FCAT for training.	☐
GA	Regional Test Coordinators' Meetings (10) general assessment program orientation; updates in every area/component	Trainer of Trainers Model - System Test coordinators provided with model to train/orient system personnel to SSP	☐
HI	Test inservice specialist conducted sessions to assist individual schools in reviewing their test data and subsequent instructional implications. In addition, for school level test coordinators, each district was given an overview of assessment administration procedures and use of reports. (Site level data analysis conducted upon request.)	Presentation times were flexible. Group size varied: large/small/individuals. Lecture, discussion, and hands-on strategies were used.	☐
IA			☑
ID	Pre and post service workshops provided around the state. Teachers acting as trainers and training teachers about the writing and math assessments.	Workshops with hands-on training materials.	☐
IL	Assessment formats, learning standards, and procedure to administer ISAT assessments. The composition and nature of assessment instruments. The extended response rubrics for mathematics and reading and the writing rubric are the focus of numerous workshops.	Via printed publications and workshop presentations. A series of day long informational sessions at various regional offices in the state.	☐
IN	Pre-test and post-test workshops	One day workshops	☐
KS	Use of assessment data, interpretation of results, teaching to Curriculum Standards -- writing, reading, mathematics, science, and social studies. Lots of emphasis on students with disabilities and Title I students.	Workshops, special conferences, professional organization meetings, training sessions, in-service presentations.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
KY	1) Teacher training program for scoring writing and alternate portfolios. 2) District Assessment Coordinator's meetings on assessment and accountability.	Face to face meetings, video conferencing, and Kentucky Educational Television (KET) programming	☐
LA	The State Department of Education has continued to conduct a number of assessment-related workshops at various sites around the state. The topics include test preparation, test administration, informational sessions, and test interpretation. In addition, the vendor for the norm-referenced testing program provided many on-site workshops on similar topics.	The informational sessions and test administration workshops were presented to district level staff in a train-the-trainers format. Sessions on general information and using assessment results varied in format, from classroom level workshops to large group sessions.	☐
MA	Approximately 125 teachers participate in ongoing assessment development activities through work on Assessment Development Committees, which provide an advisory role to the SEA. Approximately 600 teachers participated in scoring institutes in July 1999 in which they scored students' written compositions on MCAS. Many educators, as well as members of the public, participated in standard setting in August 1999, in which performance standards were set for English Language Arts, Mathematics, and Science & Technology for grades 4, 8, and 10. Many teachers were trained in the use of standards-based tasks and evaluation of student work through an ongoing grant-based program known as MPAP. Several thousand educators participated in 40 reporting workshops conducted throughout the state to train school staff in interpreting and using MCAS test results. The Department sponsored a series of workshops over a six-month period called "Teacher as Assessor" designed to teach middle school teachers in low-performing schools how to write open-response items and evaluate student responses to open-response items similar to those found on the MCAS. A two-part session/workshop called "What is Proficient?" was given, where participants worked in one of three content areas (English Language Arts, Mathematics, or Science & Technology) at one of two levels (grade 4 or grade 8/10) and discussed the four levels of proficiency and the standard-setting process using MCAS student work and MCAS scoring rubrics.	Professional Development workshops and working committees.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
MD	The state continued to heavily involve Maryland teachers as task writers, item writers, and scorers in its assessment programs.	Production-oriented workshops.	☐
ME	To present the first set of results from the redesigned MEA, the Commissioner and other staff conducted in-depth presentations regionally across the state. In addition the Commissioner with representatives from local school systems as well as leaders from business and government made public presentations including briefings of newspaper editors.	Workshops, ITV, and web-site presentation were utilized	☐
MI	For new MEAP social studies tests, grades 5, 8, and 11, training was held to inform teams of educators from all regions of the state about the new tests - what they were like, what it might take to prepare students, how the tests were to be administered and how the tests were developed.	Trainer of Trainer Workshops, pre-taped and live teleconferences, parent brochures, newsletters with measurement basics for teachers.	☐
MN	All teachers have been trained in Standards, based on classroom assessment.	One representative per district is trained and is, in turn, in charge of training local teachers and principal study groups. Additional training is available upon request.	☐
MO	Workshops using ClearAccess Software to analyze their data.	1) Used LCD Projector; Participants used ClearAccess Software with Computers, 2) State solicited the participation of hundreds of teachers at every stage of the Assessment development process, 3) Workshops for teachers at Professional development centers. MAP-PD 3 year collaborative in-service for teams of teachers based at their Regional Centers.	☐
MS	Administering each assessment component; interpreting score results; understanding scoring rubrics; using score results for curriculum change and school improvement.	Area workshops and state symposium; printed materials, transparencies, videotapes, etc.	☐
MT	Most of the assessment efforts in 1998-99 were focused on the future. Standards were being rewritten, and planning was underway for revisions to the assessment system.		☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
NC	Ongoing regional delivery of staff development and training on assessment is provided by the regional accountability coordinators. Each district and/or school is assigned to one of six regions where they may participate in the delivery of staff development services. A variety of assessment-related topics are covered to provide information on how to make use of the statewide assessment test results for instructional feedback and decision-making.	Information is provided at training sessions and workshops with handouts and other relevant materials provided during the session. A train-the-trainer model is used where training is provided at the district level with the expectation that training will subsequently be provided to school staff. Also, teachers are actively involved in item and test development as well as standard setting. Additionally, a tremendous amount of information has been placed on the North Carolina Department of Instruction website--feedback from teachers indicate that they use the information frequently.	☐
ND	The Department of Public Instruction provided professional development to teachers, administrators, parents, college students and other interested parties throughout the past few years. The content of the presentations/workshops generally consist of the following: 1) Assessment overview, 2)Test Security, 3) Types of test scores, 4) Types of test reports 5) Interpreting and using test results for State Education Improvement Process (SEIP) 6) National Assessment of Educational Progress (NAEP) 7) Survey of the state-wide testing program 8) Workshop evaluation	1) Regional Test-Interpretation Workshops are conducted based on the Governor's 8 geographical regions of the state via the North Dakota Interactive Video Network (IVN). 2) Test-Interpretation Workshops used to be done upon request of local school districts as well as on request by undergraduate as well as graduate programs. However, due to legislative reductions in staff, the person who does this is not available to conduct workshops as he used to. 3) Test-Interpretation Videos are borrowed from our office upon request. We have a 1990, 1993, and 1999 editions of the Test Interpretation Video.	☐
NE	Assessment literacy - Techniques for developing improved local assessments of state content standards (criterion-referenced measures) - The state plan for public accountability.	Materials, workshops, public discussions of standards and assessment.	☐
NH	Regional meetings are also held on the construction and scoring of writing prompts and open-response items. District workshops are held relative to making specific changes in curriculum and instructional programs.	Regional meetings - large group presentation with questions and answers. District workshops - interactive hand-on sessions. Some regional meetings also involve interactive hands-on sessions.	☐
NJ	1) Administration procedures 2) Score interpretation	For both workshops (1/2) with printed materials	☐
NM	Pretest/post-test assessment workshops that discuss procedures for all mandates and interpretation of test results.	Regional workshops geographically located in six different school districts around New Mexico over a period of two weeks (February and May each year).	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
NV	Training in scoring Analytic-trait and Holistic Writing Assessments and training in the scoring of the constructed responses for the new high school science test. In addition, legislation passed in 1999 provides for the establishment of regional professional development centers across the state.	Combination of lecture, practice, and on the job training.	☐
NY	In numerous locations around the state, the Department has offered workshops, conferences, and turn-key training on the nature of the new assessments and rating procedures.		☐
OH	1) Collection and dissemination of "Best Practices" 2) Administration, Interpretation, and Use of State-Developed Alternative Prototype Assessments 3) Curriculum, Instruction and Assessment Alignment using State Model Curricula Workshops, Summer Institutes, Regional Professional Development Center Sessions, State Conferences, Regional "Drive-In" Meetings, Print Material 4) Interpretive guides sent to districts with results 5) Clinical training session on teaching reading in early grades	Print material, website, microfiche	☐
OK	Numerous presentations are given at local districts prior to testing in the spring of each year with attendance of the district testing coordinator mandatory. Also, numerous in-services are provided to teachers across the state on interpreting and using test results for program improvement.	PowerPoint presentations. Videoconferencing.	☐
OR	Oregon provided a series of workshops on "effectively using statewide assessment and other data". In addition, we provide test specifications (with the content standards, descriptions of eligible content, and examples of test items), teacher support packets (with scoring guides, samples of student work with scores and commentaries, and tips for helping students to internalize the information).	Face-to-face workshops Print	☐
PA	The content for the interpretation sessions is material contained in the assessment report. The professional development sessions include scoring student responses to items in field tests, and how to connect instructional practice to items on the assessment	The format for the interpretation sessions is presentation/discussion. The format for the professional development sessions is a combination of presentations and work sessions.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
PR	Competencies and skill that the students must develop. The test is based on six competencies with around twenty skills in each one. Error analysis conducted on those most frequently committed by the students. This year the official school calendar which is distributed amongst all members of the system provides one week for this event. It will be in the second week of classes in August.		☐
RI	Training programs for teachers and administrators on standards based education and the assessment role.	Half day sessions were provided.	☐
SC	Two series of workshops were provided for District Test Coordinators. The workshops provided information about administration procedures and use of test results.	The format is verbal and manuals are provided.	☐
SD	Analytic scoring and 6 + 1 writing workshops were held across the state this past year. Pre-Test workshops for the Fall 1999 writing exam and Post-Test interpretive workshops for the Spring 1998 achievement testing.	Lecture, discussion and overview of state results and plans for testing.	☐
TN	Each area of the State Department of Education, including the Division of Teaching and Learning, the Division of Assessment, School Improvement, and Professional Development, each provide an aggressive program of workshops focused upon developing the skills and understanding necessary for the disaggregation and diagnostic use of assessment data for the improvement of the instructional program.	The programs include 'hands on' practice with real data utilizing hand outs, power point, overheads, and video.	☐
TX	Presentations at the annual Texas Testing Conference covering updates on assessment and the Student Assessment Division's website. Presentations on holistic scoring of written compositions. T-Star television programs that cover various topics such as Using the Item Analysis Reports with Released Tests, Understanding the Analytics Scores Reported for Failing Compositions, and Updates on the Development of New Assessments. Educator Committee meetings where both item and data review of test items takes place.		☐
UT	Annual update and training on new and existing state assessments w/district testing directors.	Onsite consultations as requested by districts. Various workshop presentations on assessment.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
VA	Regional test administration and score interpretation workshops have been provided to school division personnel. Numerous in-service presentations and presentations to organizations have been made on the general topic of the SOL assessments and SOL test blueprints.	Presentations	☐
VI			☐
VT	Beginning the Portfolio Process--10 regional workshops for new teachers or teachers new to the portfolio process. Network Meetings in Mathematics and Writing/Reading--24 regional meetings held twice a year. Training and calibration sessions for teachers who are to administer the Vermont Developmental Reading Assessment. Teachers must calibrate yearly to be allowed to administer. 5 Regional workshops for principals and assessment contact persons to prepare to administer the NSREs in mathematics and English language arts. Using Results-10 regional workshops for science, mathematics, and English language arts	Workshops, Interactive Television, Videos and print materials.	☐
WA	A. Assistance with implementation of spring standards-based assessments; description of and feedback about proposed changes to norm-referenced component. B. Assessment and curriculum staff development centered around standards-based program. C. State funded staff development run by districts.	A. Three hour workshops presented in nine locations around the state for 296 school districts; agency staff and contractor's representatives presented; primary audience was district staff responsible for implementing state assessment program. B. Trainers of trainers model; fourteen teams around state trained by agency who in turn provide training to district trainers who train local staff. C. State provided funding for 3 additional days for each teacher to be used for staff development primarily focused on educational reform including assessment.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
WI	Staff development pre-test workshops were held around the state in every Cooperative Educational Service Agencies (CESAs) Standards and Assessment Center (12 sites strategically located in each CESA) and one for Milwaukee Public Schools. The agenda included: Discussion of issues related to the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade, such as, test security; test accommodations and modifications language arts and writing; open enrollment programs and student scores; adequate yearly progress (AYP) and the appeal process; alignment study; no social promotion legislation; career interest survey; overview of test content at each grade level; test objectives; test length; mailing and receiving schedule; student Pre-ID labels and student demographic collection page; school header sheet and school and group list of most common errors and what to look out for; test administration procedures; overview of reports; Phases I and II Reports and delivery dates; statewide report and delivery dates. Staff development post-test workshops are held in every CESA and Milwaukee Public Schools in May of each year.		☐
WV	Using results (as requested).		☐
WY	As a part of the RFP, the contractor was required to plan staff development on teaching in a standards-based environment, using disaggregated results, and intensive on-going workshops on assessment development and use of results. In 1999-2000, 25 elementary school teams consisting of a principal and three teachers participated in 8 days of professional development activities, Teaching in a Standards-Based Environment." This program will be expanded to include 20 middle school and 20 high school teams in 2000-2001, in addition to follow-up activities with the 1999-2000 school teams. In partnership with the University of Wyoming, we will be offering these institutes for graduate credit in 2000-2001. Also in partnership with UW, we are offering a course in data-analysis of WyCAS data for school and district educational leaders this summer (2000).	Hands-on, interactive activities with follow-up training and practice.	☐

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
AK						
	4		10,555	1701	2,038	645
	8		10,497	1,327	1,506	597
AL	K	58,055				
	1	63,634				
	2	60,341				
	3	60,458				
	4	58,610				
	5	57,436				
	6	57,689				
	7	58,681				
	8	57,105				
	9	62,274				
	10	52,731				
	11	46,218				
	12	43,957				
AR						
	4	33,130				
	5	29,172				
	7	30,219				
	8	24,353				
	10	29,030				
AS						
	3	1067		n/a		
	5	1093		n/a		
	7	984		n/a		
	8	964		n/a		
	10	822		n/a		
	11	718		n/a		
	12	596		n/a		
AZ						
	3	66045				
	4	65170				
	5	63429				
	6	64243				
	7	63985				
	8	60530				
	9	66357				
	10	58469				
	11	48675				
	12	44259				

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
CA						
	2	487454		45777	166077	12478
	3	489702		53883	153438	11802
	4	462241		56651	132916	10680
	5	451602		56677	118325	10107
	6	433720		55027	99779	10085
	7	431003		53307	89602	9509
	8	424768		48739	81206	9033
	9	468162		48030	86627	8486
	10	433528		40144	69069	7792
	11	390742		32605	51915	6397
	12	334852		25731	37331	5656
CO						
	3	54000	46000	6000	2000	
	4	54000	46000	6000	2000	
	5	54000	46000	6000		
	7	54000	46000	6000	2000	
CT						
	4	43721	35404	6515	1524	278
	6	41462	32985	6675	1524	278
	8	39749	31651	6296	1524	278
	10	35572	28129	5641	1524	278
DE						
	3	8904	7430	1276	169	29
	5	8982	7491	1344	126	21
	8	9099	7786	1178	117	18
	10	8368	7433	810	116	9
FL						
	4	186,115	NA	NA	NA	NA
	5	182,677	NA	NA	NA	NA
	8	179,003	NA	NA	NA	NA
	10	171,360	NA	NA	NA	NA
	11	134,968	NA	NA	NA	NA
GA	K	131070				
	3	129733		5450	2202	648
	5	121553		5577	1800	582
	8	116902		4495	1442	505
	11	87640		2149	933	138

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
HI						
	3	14120	12784	728	567	41 (both sped & lep)
	5	13035	11639	822	526	48 (both sped & lep)
	7	12219	10817	882	462	58 (both sped & lep)
	9	11906	10530	814	502	60 (both sped & lep)
IA	K		36,486	2,907	1198	271
	1		35,982	3,604	1167	256
	2		36,314	4,514	1128	298
	3		35,521	5,666	1024	240
	4		34,950	5,934	867	191
	5		34,921	6,013	763	171
	6		36,680	6,004	712	128
	7		38,136	5,940	586	98
	8		37,631	5,738	303	99
	9		40,806	5,795	654	188
	10		39,679	5,165	550	107
	11		38,235	4,157	399	51
	12		36,808	3,615	341	30
ID						
	3	23362	18616	2533	1553	660
	4	23639	19119	2571	1287	665
	5	23034	18712	2445	1301	576
	6	22890	18906	2362	1129	493
	7	22529	18814	2250	980	485
	8	22228	18583	2095	1136	414
	9	23730	20053	2073	1137	467
	10	19827	19827	1630	884	381
	11	20998	18711	1241	743	303
IL						
	3	165485			16724	179
	4	152841			12766	148
	5	149279			10135	134
	7	148980			7419	98
	8	148529			6429	90
	10	140486			5393	63
	11	129037			4359	51
IN						
	3		78820	14359	976	340
	6		73768	10724	662	349
	8		74679	10100	571	289
	10		73224	8222	491	341

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
KS						
	3	34941	29976	4965	1474	916
	4	35219	30239	4980	1244	885
	5	35433	30776	4657	1040	789
	7	37439	32932	4507	818	625
	8	36920	32786	4134	785	576
	10	36560	33207	3353	605	464
KY						
	3	51892	45092	5540	302	1300
	4	49101	41795	6143	315	1170
	5	46931	39843	6027	253	1106
	6	47908	41129	5880	176	953
	7	48457	42148	5534	174	773
	8	49415	43249	5409	171	752
	9	51989	46724	4500	395	522
	10	46184	42309	3417	213	318
	11	41087	38171	2588	195	186
	12	39075	36674	2127	210	120
LA						
	4	57612	51953	5659		
	8	54981	49997	4984		
	10	46032	42680	3011	341	
	11	41317	39102	1917	298	
MA						
	3	79537	68103	6654	4780	
	4	77943	63658	13011	3776	
	8	72101	60169	11543	2423	
	10	66456	53042	8559	2730	
MD						
	2	67,387		7,247	1,822	
	3	68,479		8,438	1,585	
	4	67,230		9,750	1,277	
	5	65,175		9,728	984	
	6	64,561		9,940	910	
	7	63,379		9,505	874	
	8	62,174		9,087	834	
	9	68,672		9,831	1,236	
	10	59,651		7,013	1,009	
	11	53,890		5,408	845	
	12	49,321		4,477	419	
ME						
	4	16898	na	2505	126	339
	8	17599	na	2283	98	288
	11	14547	na	1273	115	144

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
MI	4		115000	17000	1400	619
	5		115000	16000	1100	584
	7		115000	14392	900	482
	8		113000	13600	850	482
	11		102000	3000	120	50
MN	3	66505	54086	6691	2879	NA
	5	66100	52469	8009	2347	NA
	8	67933	57226	7601	1890	NA
	10	65687	56609	6175	1616	NA
MO	K	NA	NA	NA	NA	NA
	1	NA	NA	NA	NA	NA
	2	NA	NA	NA	NA	NA
	3	69194	59434	9760	434	101
	4	68404	58071	9899	432	151
	5	NA	NA	NA	NA	NA
	6	NA	NA	NA	NA	NA
	7	67555	58310	8918	327	89
	8	67220	58549	8361	310	113
	9	NA	NA	NA	NA	NA
	10	59439	53948	5491	264	29
	11	49582	45003	3881	198	21
	12	NA	NA	NA	NA	NA
MS	4	38471	na	na	na	na
	5	37970	na	na	na	na
	6	37141	na	na	na	na
	7	38423	na	na	na	na
	8	37323	na	na	na	na
	9	40177	na	na	na	na
	11	34886	na	na	na	na
	12	26458	na	na	na	na
MT	4	11800	na	na	na	na
	8	12900	na	na	na	na
	11	12200	na	na	na	na

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
NC						
	3	98389	86859	11199	1197	
	4	94109	82783	11141	1026	
	5	91566	80625	10728	897	
	6	91669	81021	10448	758	
	7	91267	81136	9880	708	
	8	87903	78877	8835	665	
	10	73976	69468	4329	429	
ND						
	4	9354	7922	1200	232	
	6	9745	8246	1179	320	
	8	10061	8727	1080	254	
	10	10438	9386	977	75	
NE						
NH						
	3	16946	14765	1964	217	
	6	16774	14319	2283	172	
	10	14210	12794	1222	194	
NJ						
	4	100,593	87,471	11,058	2,064	NA
	8	87,960	76,390	10,022	1,548	NA
	11	75,975	66,841	6,874	2,260	NA
NM	K	NA				
	1	26101				
	2	25935				
	3	NA				
	4	25701				
	5	NA				
	6	25458				
	7	NA				
	8	25716				
	9	NA				
	10	26245				
	11	21885				
	12	18724				
NV						
	4	25629		3151		
	8	23168		2430		
	10	21654		2155		
	11	20108		1702		
	12	16824		1156		

Question 1.7 **Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.**

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
NY						
	3					
	4	224470	197857	26613		
	5					
	6					
	8	203416	177314	26102		
	9	246535	213448	33087		
	10	206363	183005	23358		
	11	164031	147132	16899		
	12	142851	129946	12905		
OH						
	4	137422				
	6	140932				
	9	158700				
	12	114971				
OK	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	47329	na	6297	na	88
	4	na	na	na	na	na
	5	46237	na	7200	na	70
	6	na	na	na	na	na
	7	47849	na	6579	na	57
	8	47940	na	6296	na	65
	9	na	na	na	na	na
	10	na	na	na	na	na
	11	43152	na	5278	na	32
	12	na	na	na	na	na
OR						
	3	43050				
	5	41940				
	8	41839				
	10	39554				
PA						
	5	138971		18528		
	6	138900		17888		
	8	138766		16624		
	9	149158		16217		
	11	128366		13731		
PR						
	3	50467		1116		1370
	6	47714		1005		1375
	9	43663				1130
	11	38320		321		641

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
RI	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	12537	na		1093	na
	4	12578	na	na	881	na
	5	12309	na	na	705	na
	6	na	na	na	na	na
	7	11094	na	na	512	na
	8	11592	na	na	481	na
	9	12548	na	na	469	na
	10	11099	na	na	370	na
	11	na	na	na	na	na
	12	na	na	na	na	na
SC						
	3	50,844	42,858	IEP only 7655	281	50
	4	55,357	47,344	IEP only 7743	228	42
	5	53,822	45,920	IEP only 7636	227	39
	6	53,883	46,283	IEP only 7341	217	42
	7	54,096	47,191	IEP only 6692	182	31
	8	53,145	47,005	IEP only 5955	167	18
	10	46,977	43,152	IEP only 3683	133	9
	11	38,989	36,195	IEP only 2690	99	5
	12	37,502	35,283	IEP only 2157	61	1
SD						
	2	10822	9533	1289		
	4	11216	9847	1369		
	5	10973	9991	982		
	8	11882	10,882	1000		
	9	12709	11960	749		
	11	11072	10477	595		
TN						
	3	73,010				
	4	71,234				
	5	68,840				
	6	67,114				
	7	68,477				
	8	66,730				
	9	71818				
	11	55548				

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
TX						
	3	308163	267314	40849	57413	6408
	4	307434	261093	46341	48193	6614
	5	300176	253126	47050	40097	6120
	6	299632	253520	46112	32504	6061
	7	301296	257691	43605	27310	6119
	8	303611	261763	41848	23837	6283
	10	261326	230406	30920	16947	4880
	11	43871	35711	8160	7201	1305
	12	18229	14463	3766	3341	625
UT						
	5	34732		3156		
	8	31619		2390		
	11	36905		1523		
VA						
VI						
	3	1618	1557	61		
	6	1612	1550	62		
	8	1480	1396	84		
	11	1050	981	169		
VT						
	2	7739	na	na	na	na
	4	8165	na	na	na	na
	6	8124	na	na	na	na
	8	8200	na	na	na	na
	10	8189	na	na	na	na
WA	K	na	na	na	na	na
	1	na	na	na	na	na
	2	77493	na	9411	7590	2167
	3	78852	na	9288	6131	2009
	4	77462	na	9322	5109	1906
	5	na	na	na	na	na
	6	na	na	na	na	na
	7	77139	na	8735	3339	1536
	8	83779	na	8174	3199	1526
	9	na	na	na	na	na
	10	77499	na	6237	3288	1346
	11	70801	na	6141	2623	956
	12	na	na	na	na	na
WI						
	3	64282	61270	3012	1423	
	4	64207	55889	8318	2018	35
	8	68149	59927	8222	1218	26
	10	69586	62483	7103	998	50

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
WV	K	24000				
	1	24000				
	2	23800				
	3	22000				
	4	21000				
	5	22000				
	6	21000				
	7	22000				
	8	22000				
	9	23000				
	10	22000				
	11	21000				
	12	21000				
WY						
	4	6811	5705	937	69	
	8	7776	6810	808	58	
	11	7076	6562	464	50	

Question 1.8

Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1998-99?

Question 1.9

Indicate the total budget for 1998-99 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
AK	1	.5	$120,000.00	$2,500,000.00		
AL	6	2	$350,000.00	$3,300,000.00		
AR	2	2				
AS	3	2	$195,097.00	$20,000.00	$46,648.00	Training Materials and Supplies
AZ	2	1				
CA	16	7	$4,240,000.00	$55,969,000.00		
CO	3	1				
CT	11	2	$650,000.00	$4,174,928.00		
DE	7	4	$890,824.00	$2,773,809.00		
FL	8	1				
GA	9	3				
HI	4	2	$339,008.00	$302,250.00		
IA	NA	NA				
ID	.5	.5	$60,000.00	$747,000.00		
IL	15	3	$850,000.00	$10,375,000.00	$200,000.00	Consultants, advisory committees, travel, printing, equipment, computer hardware and software
IN	4	2	$379,737.00	$14,000,000.00		
KS	1.5	5	$85,000.00	$1,100,000.00		

Question 1.8 Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1998-99?

Question 1.9 Indicate the total budget for 1998-99 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
KY	20	4	$1,200,000.00	$8,100,000.00		
LA	13.5	2	$1,000,000.00	$7,000,000.00		
MA	7	2	$500,000.00	$12,361,173.00		
MD	9	3	$600,000.00	$10,600,000.00		
ME	2	0		$3,078,117.00	$150,000.00	Estimate for committee support
MI	8	6	$600,000.00	$11,000,000.00		
MN	3	1	$218,000.00	$4,109,000.00		
MO	5	2				
MS	6	3	$402,510.00	$3,974,645.00	$121,165.00	Office Operations
MT	.5	1	$70,000.00		$10,000.00	Materials, related items
NC	8	1	$580,000.00	$6,026,302.81	$471,584.20	Equipment/Program Operations
ND	2	2				
NE	8	8	$1,135,312.00	$297,834.00	$0.00	
NH	3	1.5	$236,934.00	$1,749,588.00	$275,000.00	Special Projects, Staff Development
NJ	18	4		$14,000,000.00		
NM	3	1				
NV	2.5	3				
NY	27	16	$1,500,000.00	$5,700,000.00	$600,000.00	mandated costs such as utilities

Question 1.8 Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1998-99?

Question 1.9 Indicate the total budget for 1998-99 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
OH	7	2	$65,000.00	$9,639,788.00	$1,409,000.00	travel printing shipping equipment participation in SCASS supplies
OK	4	2				
OR	7	4				
PA	10	4				
PR	7	12	$277,345.00	$834,700.00	$0.00	
RI	5	2	$350,000.00	$1,800,000.00		
SC	8	4	$461,448.29	$3,606,898.70	$911,399.17	all other office expenses
SD	.3	.1	$15,000.00	$342,701.00		
TN	11	7.5				
TX	44	5	$1,152,513.00	$30,825,354.00		
UT	7	6				
VA	10	3		$10,114,447.00		
VI	1	10				
VT	4	2	$285,341.00	$849,143.00	$666,516.00	honoraria, professional development for teachers, operating costs, assessment development.

Question 1.8

Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1998-99?

Question 1.9

Indicate the total budget for 1998-99 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
WA	5	4				
WI	12	3				
WV	4	5	$1,000,000.00	$0.00	$0.00	
WY	1	1	$150,000.00	$1,650,000.00	$200,000.00	

Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
AK	Mathematics	3 & 4	3, 6, 8 & HS	3	1
	Reading	3 & 4	3, 6, 8 & HS	1	3
	Writing	3 & 4	3, 6, 8 & HS	3	1
AL					
	Reading	3, 5, 6, 8, 11	K, 1, & 2	1	5, 6
	Writing	4, 6	5 & 7	7	1
AR	Mathematics	1,2,4,	4, 5, 6. 7, 8, 10,11	7 or 3	1
	Reading	1,2,4,	4, 5, 6, 7, 8,10, 11	1	7 or 3
	Writing	1,2,4	4, 8, 11	7 or 3	1
	Other LA	1	5, 7, 10	7 or 3	1
	Science	1	5, 7, 10	7 or 3	1
	Social Studies	1	5, 7, 10	7 or 3	1
AS	Mathematics	to be determined			
	Reading	to be determined			
	Writing	to be determined			
	Other LA	to be determined			
	Science	to be determined			
	Social Studies	to be determined			
	Civics/Gov't	to be determined			
	Economics	to be determined			
	Geography	to be determined			
	History	to be determined			
	Health Ed.	to be determined			
	Physical Ed.	to be determined			
	Music	to be determined			
	Visual Arts	to be determined			
	Career/Voc. Ed.	to be determined			
	Other	to be determined			
AZ	Mathematics	3	3,5,8,10	3	1
	Reading	3	3,5,8,10	1	3
	Writing	4	3,5,8,10	3	1
CA	Mathematics	2, 4, 10	4, 8, 10, 8-12	1, 7	1, 2
	Reading	3,4	4, 8, 10, 9-12	1, 2	1, 7
	Writing	3, 4	4, 8, 10, 9-12	1, 7	1, 2
	Science	3,4, 6, 10	5, 8, 10, 9-12	1, 7	1, 2
	Social Studies	3, 4, 10	5, 8, 10, 9-12	1, 7	1, 2
	Civics/Gov't	3, 4	9-12	7	1
	Economics	3, 4, 10	9-12	7	1
	History	3, 4	9-12	7	1
	Foreign Lang.	3, 4	9-12	7	1
	Career/Voc. Ed.	3, 4, 6	9-12	7	1
	Physical Fitness		5, 7, 9	7	5

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
9=Computer-adaptive assessment
10=Gridded response
11=Examples of student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2= Funded, not started
3= Begun development
4= Complete
5= Piloted, being refined
6= Ready for use
7= In use

Availability
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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
CO	Mathematics	3, 4	1-12	1-Grades 6,7,9, 10; 7-Grades 5, 8	1
	Reading	3, 4	1-12	1	1-Grades 5,6,8,9,10; 7-Grades 3, 4, 7
	Writing	3, 4	1-12	1-Grades 3,5,6,8,9,10; 7-Grades 4, 7	1
	Science	3, 4	1-12	7- Grade 8	1
CT	Mathematics	3, 10	4,6,8,10	7	6
	Reading	3, 4	4,6,8,10	6	7
	Writing	4	4,6,8,10	7	5
	Other LA	4	10	7	5
	Science	3,6	10	7	6
DE	Mathematics	3,4,10	3,5,8,10	7	6
	Reading	3,4,10	3,5,8,10	6	7
	Writing	4	3,5,8,10	7	6
	Science	3,4,10	4,6,8,11	6	1
	Social Studies	3,4,10	4,6,8,11	6	1
FL	Mathematics	1, 3, 4, 10	5, 8, 10	6	1
	Reading	1, 3, 4	4, 8, 10	1	6
	Writing	4	4, 8, 10	6	1
GA	Mathematics	1, 3, 4, 6, Other	1 - 8	3	1
	Reading	1, 3, 4, 6, Other	1 - 8	1	3
	Writing	4	3, 5, 8, 11	7	1
	Other LA	1, 3, 4, 6, Other	1 - 8	3	1
	Science	1, 3, 4, 6, Other	1 - 8	1	1
	Social Studies	1, 3, 4, 6, Other	1 - 8	1	1
HI					
	Reading	3,4	3,5,7,9	1	5
IA					
ID	Mathematics	4	4, 8	7	5
	Reading	6	k, 1, 2, 3	1	1
	Writing	4	4, 8, 11	7	5
IL	Mathematics	4	3 5 8 10	6	5
	Reading	4	3 5 8 10	4	6
	Writing	4	3 5 8 10	7	5
	Science		4 7 11	3	
	Social Studies	3	4 7 11	3	4
	Health Ed.		4 7 11		
	Physical Ed.		4 7 11		

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Grades
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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
IN	Mathematics	1, 3	3, 6, 8, 10	7	4
	Reading	1	3, 6, 8, 10	4	7
	Writing	4	3, 6, 8, 10	7	4
KS	Mathematics	1	4, 7, 10	7	1
	Reading	1	3, 7, 10	1	7
	Writing	4	5, 8, 10	7	1
	Science	1	5, 8, 10	7	1
	Social Studies	1	5, 8, 11	5	1
KY	Mathematics	1,4	5,8,11	7	6
	Reading	1,4	4,7,10	6	7
	Writing	4,7	4,7,12	7	6
	Science	1,4	4,7,11	7	6
	Social Studies	1,4	5,8,11	6	6
	Civics/Gov't	1,4	5,8,11	7	6
	Economics	1,4	5,8,11	7	6
	Geography	1,4	5,8,11	7	6
	History	1,4	5,8,11	7	6
	Health Ed.	1,4	5,8,11	7	6
	Physical Ed.	1,4	5,8,11	7	6
	Dance	1,4	5,8,11	7	6
	Music	1,4	5,8,11	7	6
	Theatre	1,4	5,8,11	7	4
	Visual Arts	1,4	5,8,11	7	6
	Employ. Skills	1,4	5,8,11	7	6
	Career/Voc. Ed.	1,4	5,8,10	7	6
	Humanities	1, 4	5,8,11	7	6
LA	Mathematics	4	4, 8, 10	6	6
	Reading	3, 4	4, 8, 10	6	6
	Writing	4	4, 8, 10	6	6
	Other LA	3	4, 8, 10	6	6
	Science	3,4	4, 8, 11	6	6
	Social Studies	4	4, 8, 11	3	6
MA	Mathematics	3, 4	4, 6, 8, 10	(Grades 4, 8, 10: 7)(Grade 6: 3)	(Grades 4, 8, 10: 6)(Grade 6: 1)
	Reading	4	3, 4, 7, 8, 10	(Grades 4, 8, 10: 6)(Grades 3, 7: 1)	(Grades 4, 8, 10: 7)(Grades 3, 7: 7)
	Science	4	4, 5, 8, 10	(Grades 4, 8, 10: 7)(Grade 5: 3)	(Grades 4, 8, 10: 6)(Grade 5: 1)
	History	4	4, 5, 8, 10	(Grades 4, 8, 10: 7)(Grade 5: 3)	(Grades 4, 10: 6)(Grade 8: 6)(Grade 5: 1)
	MCAS-alternate assessment		4, 8, 10	1	1

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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
MD	Mathematics	Performance Assessment	3, 5, 8	7	4
	Reading	Performance Assessment	3, 5, 8	4	7
	Writing	Performance Assessment	3, 5, 8	7	4
	Other LA	Performance Assessment	3, 5, 8	7	4
	Science	Performance Assessment	3, 5, 8	7	4
	Social Studies	Performance Assessment	3, 5, 8	7	4
ME	Mathematics	1,3,4	4,8,11,	7	6
	Reading	1,3,4	4,8,11	6	7
	Writing	4	4,8,11	7	6
	Other LA	1,3,4	4,8,11	7	6
	Science	1,3,4	4,8,11	7	6
	Social Studies	1,3,4	4,8,11	7	6
	Health Ed.	1,3,4	4,8,11	7	6
	Physical Ed.	1,3,4	4,8,11	7	6
	Visual Arts	1,3,4	4,8,11	7	6
	Foreign Lang.			3	
	Career/Voc. Ed.			3	
MI	Mathematics	3	11	7	4
	Reading	4	11	4	7
	Writing	4	5, 8, 11	7	4
	Science	6, 3	5, 8	7	4
	Social Studies	3, 4	5, 8, 11	7	4
MN	Mathematics	1, 2,3,4,5, 6,7, 8, 11	K-12	1, 5,7	4
	Reading	1, 2,3,4,5, 6,7, 8, 1	K-12	4	1, 5,7
	Writing	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Other LA	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Science	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Social Studies	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Civics/Gov't	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Economics	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Geography	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	History	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Health Ed.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Physical Ed.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Dance	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Music	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Theatre	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Visual Arts	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Foreign Lang.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4

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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
MO	Mathematics	3, 4.	4, 8, 10	7	6
	Reading	1, 3, 4	3, 7, 11	6	7
	Writing	4	3, 7, 11	7	5 or 6
	Science	3, 4	3, 7, 10	7	6
	Social Studies	1, 3, 4	4, 8, 11	7	6
	Civics/Gov't	1, 3, 4	4, 8, 11	7	6
	Economics	1, 3, 4	4, 8, 11	7	6
	Geography	1, 3, 4	4, 8, 11	7	6
	History	1, 3, 4	4, 8, 11	7	6
	Health Ed.	1, 3, 4	5, 9	3	1
	Physical Ed.		5, 9		
	Dance	1, 3	5	3	1
	Music	1, 3	5	3	1
	Theatre	1, 3	5	3	1
	Visual Arts	1, 3	5	3	1
		Single-choice; multiple-choice used in combination with other item types in subjects other than fine arts.			
MS	Mathematics	A:3,4 B:3,4	A:4-9; B:enrolled students	7	1
	Writing	4	11	7	1
	Other LA	3,4	4-9	7	1
	Science	3,4	enrolled students	7	1
	History	3,4	enrolled students	7	1
	Career/Voc. Ed.	5,6,7			
MT					
NC	Mathematics	3	4, 8	6	5
	Reading	3	4,8	5	6
	Writing	4	4,7,10	6	5
	Other	7	3-8, 10	3	2
ND	Mathematics	4	1-12	3	1
	Reading	4	1-12	3	6
	Writing	4	1-12	6	3
	Other LA	4	1-12	6	1
NE					

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State	Subject	Assessment Types	Grade	Status	Availability
NH	Mathematics	4	3, 6, 10	7	4
	Reading	4	3, 6, 10	4	7
	Writing	4	3, 6, 10	7	4
	Other LA	4	3, 6, 10	7	4
	Science	4	6, 10	7	4
	Social Studies	4	6, 10	7	4
	Civics/Gov't	4	6, 10	7	4
	Economics	4	6, 10	7	4
	Geography	4	6, 10	7	4
	History	4	6, 10	7	4
NJ	Mathematics	4	4, 8, 11	7	4
	Reading	4	4, 8, 11	4	7
	Writing	4	4, 8, 11	7	4
	Science	4	4, 8	7	4
	Social Studies	4	4, 8	5	1
	Health Ed.	4			
	Physical Ed.	4			
	Dance	4, 6, 8	4	3	1
	Music	4, 6, 8	4	3	1
	Theatre	4, 6, 8	4	3	1
	Visual Arts	4, 6, 8	4	3	1
	Career/Voc. Ed.	4		1	1
NM	Mathematics	1, 3	4, 6, 8, 10	6	1
	Reading	3, 4	4, 6, 8, 10	1	6
	Writing	1, 3, 6	4, 6, 8, 10	6	1
	Other LA	1, 3	4, 6, 8, 10	6	1
	Science	1, 3	4, 6, 8, 10	6	1
	Social Studies	1, 3	4, 6, 8, 10	6	1
	Civics/Gov't	1, 3	4, 6, 8, 10	6	1
	Economics	1, 3	4, 6, 8, 10	6	1
	Geography	1, 3	4, 6, 8, 10	6	1
	History	1, 3	4, 6, 8, 10	6	1
NV	Mathematics	2, 3, 4	3, 5, 11/12	3	
	Reading	3, 4	3, 5, 11/12		1
	Writing	4	4, 8, 11/12	7	5
	Science	3, 4	3, 5, 11/12	5	4

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State	Subject	Assessment Types	Grade	Status	Availability
NY	Mathematics	3, 4	4, 8, 9-12	7	6
	Reading	3, 4	4, 8, 11	6	7
	Writing	3, 4	4, 5, 8, 11	7	6
	Other LA	3, 4	4, 8, 11	7	5
	Science	3, 4, 6, 8	4, 8*, 9-12	7, 3*	6
	Social Studies	3, 4	6, 8, 10, 11	7	5
	Civics/Gov't	3, 4	11	7	5
	Geography	3, 4	6, 8, 10	7	5
	History	3, 4	6, 8, 10, 11	7	5
	Foreign Lang.	3, 4, 8	8, 10, 11	7	6
	Career/Voc. Ed.	3	8*, 9-12	3*, 7	6
OH	Mathematics	1, 3, 4, 10	4, 6, 9, 10, 12	3, 6	2
	Reading	1, 3, 4	4, 6, 9, 10, 12	2	3, 6
	Writing	4	4, 6, 9, 10, 12	3, 6	2
	Science	1, 3, 4	4, 6, 9, 10, 12	3, 6	2
	Social Studies	1, 3, 4	4, 6, 9, 10, 12	3, 6	2
	Math, R/W, Sc, SS:	3, 4, 5, 8	1, 2, 3, 5, 7	6	5
OK					
	Writing	6	5, 8, 11	7	1
OR	Mathematics	4,7,9	3,5,8,10	7,7,2	5,1
	Reading	7,9	3,5,8,10	5,1	1,2
	Writing	4	3,5,8,10	7	5
	Other LA	(Speaking) 5	3,5,8,10	7	3
	Science	3,4,7	5,8,10	3	
	Social Studies	3,4,7	5,8,10	3	
	Employ. Skills	3,5,6,11	12	1	
PA	Mathematics	1,2,3,4	5, 8,11	4	1,6
	Reading	1,2,3,4	5,8,11	1,6	4
	Writing	4	6,9	4	1,6
PR	Mathematics	1	3, 6, 9, 11	4	3
	Reading	1, 12	9, 11	3	4, 3
	Science	1	3, 6, 9, 11	4	3
	Social Studies	1	3, 6, 9, 11	4	3
	Foreign Lang.	1	3, 6, 9, 11	4	3
RI	Mathematics	2,3,4	4,8,10	7	1
	Reading	2,3,4	4,8,10	1	7
	Writing	4	3,7,10	7	5
	Health Ed.	2,3,4	5,9	7	1

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State	Subject	Assessment Types	Grade	Status	Availability
SC	Mathematics	3	1and 3-8 & 10-12	5, 7	1
	Reading			1	
	Writing				1
	Science	3	3-8 & 10-12	3	1
	Social Studies	3	3-8 & 10-12	1	1
		ELA 3, 4	1and 3-8 & 10-12	4, 7	1
SD	Mathematics	5,6,7,8	All	5	3
	Reading	5,6,7,8	All	3	5
	Writing	5,6,7,8	All	5	3
	Science	5,6,7,8	All	5	3
	Social Studies	5,6,7,8	All	5	3
	History	5,6,7,8	All	5	3
	Career/Voc. Ed.	5,6,7,8	All	5	3
TN	Mathematics	7	K-12	5	3
	Reading	7	K-12	3	5
	Writing	7	K-12	5	3
	Other LA	7	K-12	5	3
	Science	7	K-12	5	3
	Social Studies	7	K-12	5	3
	Employ. Skills	7	1-12	3	
TX					
	Writing	4	4, 8, 10	7	6
	Other LA	3, 4	9, 10, 11, 12	7	6
	Alternative Assessment	3, 4	K-8	3	1
UT	Mathematics	6	1-12	7	2
	Reading	6	1-6	2	7
	Writing	6	1-12	7	2
	Science	6	1-6	7	2
	Social Studies	6	1-6	7	2
	Visual Arts	6	1-6	7	2
VA					
	Writing	4	5, 6, 8, 11	7	6
VI	Mathematics	1,4	3,6,8,11	3	3
	Reading	1,4	3,6,8,11	3	3
	Other LA	1,4	3,6,8,11	3	3
	Science	1,4	3,6,8,11	3	3
	Social Studies	1,4	3,6,8,11	3	3
VT	Mathematics	7	4, 8, 10	7	3
	Writing	7	5, 8	7	3

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State	Subject	Assessment Types	Grade	Status	Availability
WA	Mathematics	3, 4	4, 7, 10	4	1
	Reading	3, 4	4, 7, 10	1	4
	Writing	4	4, 7, 10	4	1
	Other LA	3, 4	4, 7, 10	4	1
	Science	3, 4	8, 10	3	1
	Social Studies	3, 4	5, 8, 10	1	1
	Civics/Gov't	3, 4	5, 8, 10	1	1
	Geography	3, 4	5, 8, 10	1	1
	History	3, 4	5, 8, 10	1	1
	Health Ed.	3, 4	5, 8, 10	1	1
	Physical Ed.	3, 4	5, 8, 10	1	1
	Dance	3, 4	5, 8, 10	1	1
	Music	3, 4	5, 8, 10	1	1
	Theatre	3, 4	5, 8, 10	1	1
	Visual Arts	3, 4	5, 8, 10	1	1
WI	Mathematics	3	11-12	4	1
	Reading	3	3, 11-12	3 (7), 11-12 (4)	3 (5), 11-12 (12)
	Writing	3, 4	11-12	4	1
	Other LA	3, 4	11-12	4	1
	Science	3	11-12	4	1
	Social Studies	3	11-12	4	1
	Economics	3	11-12	4	1
	Geography	3	11-12	4	1
	History	3	11-12	4	1
WV					
WY	Mathematics	1, 3, 4	4, 8, 11	7	6
	Reading	1, 3, 4	4, 8, 11	6	7
	Writing	6	4, 8, 11	7	6
	Employ. Skills	5	9, 10, 11, 12	7	3
	Career/Voc. Ed.	5	9, 10, 11, 12	7	3

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1-12=Grade

Status*
1=Plan to develop
2= Funded, not started
3= Begun development
4= Complete
5= Piloted, being refined
6= Ready for use
7= In use

Availability
1= Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1999

Question 2.2.1 What was your 1998-99 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
AK	California Achievement Test, 5th edition.
AL	The State Department of Education (SDE) uses the battery scores in grades 3-11 following the spring administration of the Stanford Achievement Test, 9th edition, to identify students, schools, and school systems in 4 performance levels.
AR	Norm referenced testing at grades 5, 7, and 10; criterion referenced testing at grade 4
AS	Not applicable——funds consolidated under Title 6
AZ	We were in a transitional year. Districts self-identified schools in need of improvement.
CA	In 1998-99, the statewide assessment system used the Stanford 9, a nationally norm-referenced test, and the STAR augmentation, consisting of questions aligned to California's content standards. All students were required to take the Stanford 9 and STAR augmentation except those exempted by their Individual Education Programs. In 1999, an Academic Performance Index (API) was established to rank the academic performance of schools, set targets for growth, and monitor progress over time. Schools' API scores include results for numerically significant subgroups. Results for LEP students are included in schools' API scores, but LEP students are not identified as a separate subgroup. In 1999, API scores were based only on results from the Stanford 9.
CO	The Colorado Student Assessment Program and transitional assessment results were combined into school indexes at the elementary level. Middle/Junior and Senior High school indexes were computed using traditional assessment results. Traditional assessments are standards-based assessments by major publishers that vary across school districts.
CT	Title I schools and districts are accountable for their students' performance on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). For accountability purposes CMT results are attributed to the school that each student attended during the previous school year because the CMT is administered at the beginning of each school year. Schools where students take the CAPT are considered accountable for their current students' performance because the CAPT is administered during the spring. For Title I schools that only serve students prior to grade three (e.g., PK, K-1, or K-2 school), school-level assessment information is provided based upon where students in these sending schools generally attend third grade. This allows schools that serve only younger students to receive information about how their students tend to perform on later tests of reading, writing, and mathematics without imposing assessment requirements that may be inappropriate for young children.
DE	Delaware uses the DSTP for both Title I and non-Title I Students. The 1999 Title I Performance Report which will use DSTP results as a primary indicator will be published in the summer of 2000.
FL	
GA	
HI	Interim plan approved June '97 which included transition period during which measures and appropriate procedures would be determined. 1 Stanford 9th edition - Reading (grades 3, 5, 7, 9) with conversions appropriate for grades 3, 6, 8, and 10 2 Stanford 9th edition - Math (grades 3, 5, 7, 9) with conversions appropriate for grades 3, 6, 8, and 10 3 Average daily attendance. 4 School selected student achievement indicator.
IA	All LEAs reported annual achievement progress and data to the SEA in the areas of reading and mathematics. Title I uses the state reporting system. Title I buildings in need of improvement were identified in reading and mathematics in 1998-99.

Question 2.2.1 What was your 1998-99 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
ID	Title I assessment and evaluation included building and district reports of required demographic information and Adequate Yearly Progress. Measures of A.D.Y included: State Assessment (ITBS, Direct writing, Direct math) 50% Multiple Measures - 50% *If multiple measures were not used, State Assessment - 100%
IL	Basic criterion: percent of student IGAP scores at Level I (i.e.,) "(does not meet state standards)"
IN	Reviewed schools based on percentage of Essential Skill items correct with emphasis on Essential Skills scores and de-emphasizing the NRT. Fall '97 to 98 transitional assessment use 2 NRT scores (+/- SD to create ranges) and one percent range based on having 2 out of 3 students pass both LA and Math proficiency standards.
KS	State assessment, other local indicators
KY	Title I assessment and evaluation is aligned with the Kentucky assessment system, Kentucky Core Content Test (KCCT). School and district indices are used to assess and evaluate local programs.
LA	The 1998-98 IASA Title I plan used criterion-referenced testing as the reporting measure. The criteria for moving into School Improvement was based on a standard of having less than an 80% passing rate in English or Mathematics without a 1% growth the following year.
MA	Massachusetts used its new statewide assessment, the Massachusetts Comprehensive Assessment System (MCAS). The first test administration took place in spring 1998.
MD	State regulations - established student performance (Maryland School Performance Program and MD School Performance Assessment)
ME	The MEA is utilized as the state's title I measure.
MI	Title I assessment and evaluations were based on each Title I school's results on the state assessments in mathematics, reading, science, and writing.
MN	Minnesota Comprehensive Assessments at grades 3 and 5.
MO	Same as State; MAP was used.
MS	Same as regular state assessments in Gr 4-9 (ITBS/TAP + performance series).
MT	Use current measures as transition, with the addition of reporting by stanine distribution, stanines grouped into proficiency levels.
NC	Based on state's ABC's Accountability Programs using the growth formula and performance composites
ND	During the transition period, North Dakota is reporting statewide assessment results for the 1998-1999 school year using our current method of assessing students with the TerraNova (CTBS/5). We used the Multiple Assessments form for grade 4 and the Complete Battery Plus at grades 6, 8, and 10. We also administered the Test of Cognitive Skills, second edition (TCS/2). In addition, Title I teachers are required to use multiple measures of assessment on each student served to determine if adequate progress is being made.
NE	In 1998-99, Title I used a Transitional Assessment Plan that uses a combination of norm-referenced and criterion-referenced assessments to measure student performance.
NH	Used state assessment as primary indicator; LEAs had option of identifying additional measures.

Question 2.2.1 What was your 1998-99 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
NJ	ESPA & GEPA were used.
NM	Categories of proficiency utilized: partially proficient, proficient, and advanced.
NV	The 1997-98 title I assessment and evaluation used all of Nevada's state mandated assessment instruments; TerraNova and the state writing assessment. In addition, many of NV's districts report district-level tests which are particular only to that district.
NY	The same assessments used for all students.
OH	Reading, writing and mathematics at grades 4, 6, and 12
OK	Title I evaluation calculated test performance from the Oklahoma Core Curriculum Tests to verify each school was making adequate yearly progress(AYP). Schools not meeting guidelines of AYP for two consecutive years are placed on the School Improvement (SI) list. Also, second year Low-Performing and High Challenge (LPHC) sites are placed on SI list. Sites containing Grades K-2 are evaluated on the number of children reading insufficiently. We have also established guidelines for Distinguished Schools.
OR	In 1998-99 criteria 1 and 2 were used. Criterion One: A school or district Title I program demonstrates AYP when overall changes in proficiency/progress categories indicate positive movement toward the goal of having all students meet or exceed the standard. Criterion Two: AYP of a school or district served by Title I is defined as increasing the percentage of students who meet or exceed the standard at a rate that will assure that all students meet or exceed the standard by the year 2010 (OR Benchmark Target Date).
PA	Two year progress reports for reading and mathematics for all identified Title I schools.
PR	The state assessment is used as Title I assessment. This assessment comprises grades 3, 6, 9, 11. In addition to this, an over all Assessment Plan based on the accountability model is used and teacher's observation scales accredited by our personnel for grades K-2.
RI	The IASA Title I plan has been revised to reflect the target setting (adequate yearly progress) required by the Rhode Island Article 31 education reform legislation. The assessment used will be the English Language Arts, Mathematics, and Writing assessments and schools have set three year targets for progress at both the proficient standard and an equity standard (designed to move the lowest groups up).
SC	
SD	Four performance levels were used. Advanced, Proficient, Basic, Below Basic. Schools reported achievement results based on the four categories.
TN	The five Performance Levels generated by the Terra Nova assessment (our 3-8 achievement series) were used to determine adequate yearly progress in Title I programs.
TX	The evaluation used was the Academic Excellence Indicator System (AEIS). The reading, writing, and math portions of the TAAS were the measures used.
UT	K-6 uses State CRT's in reading and math. 7-12 uses Stanford achievement test.
VA	Transitional plan; Stanford 9 TA, Abbreviated
VI	Not Applicable

Question 2.2.1 What was your 1998-99 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
VT	Vermont Comprehensive Assessment System and the Transitional Criteria for Identifying Schools in Need of Technical Assistance
WA	Transitional. CTBS-4
WI	Wisconsin will base its accountability system on challenging new academic standards beginning in the 1997-98 school year. The overall performance goal for schools and school districts receiving Title I funds will be that all students enrolled at the time of testing will be at or above proficient in each subject area covered by the Knowledge and Concepts Examinations. Beginning in 1998-99, schools and school districts will be evaluated based on "continuous progress indicator, (CPI)" toward this goal.
WV	
WY	Local NRTs were used with grades 3-12 and individually administered tests were used at younger levels (K-2). We encourage the use of multiple measures, including local standards based assessments. District plan must be submitted by each district for approval by the Department.

Question 2.2.2 Was the 1998-99 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
AK	☐	☑	We are developing a new set of standards-based assessments for grades 3, 6, and 8 plus a High School Graduation Qualifying Examination.
AL	☑	☐	
AR	☐	☑	Norm referenced testing at grades 5, 7, and 10; criterion referenced testing through Primary Benchmark Exam at grade 4; Intermediate Benchmark Exam at grade 6, Middle Level Benchmark at grade 8, and end of level tests in algebra, geometry, reading, and writing in grades 9-12
AS	☐	☐	
AZ	☐	☑	Data extracted from the Stanford 9, AIMS and district assessment data will be used to determine AYP.
CA	☐	☑	When fully implemented, the API will incorporate school results from the Stanford 9, the STAR writing assessments at grades 4 and 7, the standards-based STAR augmentation, and the standards-based High School Exit Examination. These results should be part of the API by 2001. In the future, results from the primary language test and the forthcoming English Language Development Test may be included as well. The API will also incorporate nonacademic data such as graduation and attendance rates. A system of performance standards, currently under development, needs to be completed as well.
CO	☐	☑	Colorado will phase out the use of transitional assessments. The Colorado Student Assessment Program results will be used as soon as they are available at a given grade level.
CT	☑	☐	
DE	☑	☐	
FL	☐	☐	
GA	☐	☐	
HI	☐	☑	A state designed criterion-referenced standards based assessment combined with a norm-referenced assessment test will be essential components in the Final Assessment Plan.
IA	☐	☑	LEAs were not required to disaggregate achievement results by LEP and migrants subgroups until the 1999-2000 school year.
ID	☐	☑	Final Assessment plan will be modified to include assessment(s) tied to the challenging state content and performance currently under development.
IL	☐	☑	Already developed Illinois Standards Achievement Tests (ISAT) in reading, writing and mathematics. ISAT Science and Social Science tests almost developed. Prairie State Achievement Examination (PSAE) under development. Illinois Measure of Annual Growth in English (IMAGE) already developed.
IN	☐	☑	Same measures used but need to examine/determine criteria used to determine a school's level of performance with consideration given to the use of two criteria – meet a state performance benchmark OR make a prescribed percentage increase over the previous year's performance.
KS	☑	☐	
KY	☐	☑	The plan does not disaggregate data by economic status for individual students.

Question 2.2.2 Was the 1998-99 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
LA	☐	☑	Beginning in 1998-99, the Final Assessment Plan for IASA Title I will use school accountability scores as the measure of school achievement. For each school, a School Performance Score (SPS) will be calculated using criterion-referenced tests, norm-referenced tests, student attendance, and dropout rates (grades 7-12). Under this plan, schools receiving a SPS of 30 or less will immediately receive Corrective Actions.
MA	☐	☑	The final accountability system will be adopted by the State Board of Education in September 1999; Title I will use this system.
MD	☑	☐	
ME	☐	☐	The MEA is utilized as the state's Title I measure
MI	☑	☐	
MN	☐	☑	
MO	☑	☐	
MS	☐	☑	Still under planning and development.
MT	☐	☑	Not yet final.
NC	☑	☐	
ND	☐	☑	Our final assessment plan will use multiple measures to assess students and report results. A final decision has not been made on what specific measure we'll use in our final plan.
NE	☐	☑	The final assessment plan for Title I will be the state's assessment system called STARS (School-led Teacher-based Assessment and Reporting System).
NH	☐	☑	AYP definition has been developed. Will be used starting with the May 2000 results.
NJ	☐	☑	HSPA will need to be phased in but will use ESPA. GEPA and HSPA in the Final Assessment Plan.
NM	☐	☑	Still under development.
NV	☐	☑	In the final assessment plan for IASA Title I, Nevada will report the results of all state-mandated assessments. This will include the addition of standards-based assessments at two grade levels, most likely grades three and five.
NY	☐	☑	Additional criteria will be added for accountability.
OH	☑	☐	
OK	☑	☐	Our final Assessment Plan will need to be modified since legislation eliminated the norm-referenced assessment at Grades 3 and 7 for the 1999-2000 school year. We do, however, have legislation mandating a Grade 3 Core Curriculum test if funding is available.
OR	☑	☐	In the final assessment plan, the interim criteria will be dropped. Criterion 3 will be added when the SEA has the capability to do this analysis. To support the process, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan.
PA	☑	☐	
PR	☑	☐	
RI	☑	☐	
SC	☐	☐	The final assessment plan will be based on the new standards-based assessments.

Question 2.2.2 Was the 1998-99 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
SD	☐	☑	Multiple measures for Title I evaluation will be added in the 2000-2001 school year. These will be reported to the SEA.
TN	☐	☑	Re-evaluations of standards for adequate yearly progress
TX	☑	☐	
UT	☑	☐	
VA	☐	☑	The SOL Assessment data will be used in the Final Assessment Plan.
VI	☐	☐	Not Applicable
VT	☐	☑	We will use the measures from the Vermont Comprehensive Assessment System; however, our final accountability system will consider school progress or gains. The transitional criteria were baseline targets.
WA	☐	☑	Transition to standards based assessment. Use increased percent of students meeting standards and a continuous progress index.
WI	☑	☐	
WV	☐	☐	
WY	☐	☑	The final assessment will be a standards-based and NRT, in other words the state assessment complimented by local assessments.

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
AK	Adequate Yearly Progress metric is problematic	☐	☐	☐	☑	☐
AL	None	☐	☐	☐	☑	☐
AR	Intermediate Benchmark and end of level tests	☑	☐	☐	☐	☐
AS		☐	☐	☐	☐	☐
AZ	Arizona is in the process of formulating a comprehensive assessment system, aggregating various sources of test data into a meaningful measure of progress.	☑	☐	☐	☐	☐
CA	We need to verify the validity and reliability of results from all tests that will provide data for the API. Once their validity and reliability is assured, these results will be included. Nonacademic data such as graduation and attendance rates also have to be made available for inclusion in the API.	☐	☐	☐	☐	☐
CO	(1) Expansion of the assessment program to include reading assessments in grades 3-10 (2001), writing assessments in grades 3-10 (2002), and mathematics assessments in grades 5-10 (2002). (2) Expansion of the alternate assessment to cover reading, writing, and mathematics for all appropriate grades. (3) Administration of the ACT to all grade 11 students at state cost (2001).	☑	☐	☐	☐	☐
CT	N/A	☐	☐	☐	☐	☑
DE	Revised the definition of Adequate Yearly Progress; design, complete, and disseminate the 1999 Title I Performance Report.	☑	☐	☐	☐	☐
FL		☐	☐	☐	☐	☐
GA		☐	☐	☐	☐	☐
HI	Development and field testing of the new standards-based assessment needs to be completed as well as the determination of proficiency levels.	☑	☐	☐	☐	☐
IA	LEAs are working to improve local assessments by using multiple data sources.	☐	☐	☐	☑	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
ID	Completion of content and performance standards in core areas and links to assessment currently in place and or the implementation of additional assessments.	☑	☐	☐	☐	☐
IL	Alternate assessment for students with disabilities about to initiate development.	☑	☐	☐	☐	☐
IN	TBD: whether to use +/- STD to determine Level I, II, and III ranges or to set ranges as "stationary" for several years, e.g. until 2002.	☐	☐	☐	☑	☐
KS	Second generation of assessments beginning in 1999-2000.	☐	☐	☐	☐	☑
KY	Methodology must be determined to disaggregate data by economic status for individual students.	☐	☐	☐	☑	☐
LA	None	☐	☐	☑	☐	☐
MA	Implementation of the Final Assessment Plan will occur in fall 1999. Results of the first cycle are expected by fall 2000.	☐	☐	☑	☐	☐
MD	The Final Assessment Plan will be submitted by July 1, 2000	☐	☐	☐	☐	☑
ME	Assessment is implemented. A new version of the Adequate Yearly Progress formula is in the final stages of development.	☐	☐	☐	☐	☑
MI	Based on the feedback from the Peer Review Panel, as well as the educational community and parents in Michigan, the legislatively mandated labels on the state assessment performance levels need to be changed to reflect the high standards embodied in the state tests.	☐	☐	☐	☑	☐
MN	Redefining accountability measures based on Minnesota Comprehensive Assessments.	☐	☑	☐	☐	☐
MO	USED is reviewing our Assessments	☐	☐	☐	☑	☐
MS	Still under planning and development.	☑	☐	☐	☐	☐
MT	Standards development must be completed first, then decisions about assessment.	☑	☑	☐	☐	☐
NC	It has been completed	☐	☐	☐	☐	☑
ND		☑	☐	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
NE	Recent (Spring 2000) legislation has established new tasks that need to be completed before the spring of 2001. Also a review of Nebraska state content standards by the Nebraska Attorney General's office has required the content standards be made more explicit and thus more easily measurable. That is being done during the summer of 2000. The Legislature has decided all Nebraska public school students at grades four, eight, and eleven will take a writing test, beginning in the spring of 2001. The state department of education and the educational service units are busy providing training for the model (six-trait) that will be used for assessing the writing tasks. Work continues on developing the assessors and assessment centers to score the writing assessments. The myriad of logistical issues necessary for statewide assessment and reporting is currently under development.	☑	☐	☐	☐	☐
NH	Definition needs to be approved.	☐	☑	☐	☐	☐
NJ		☐	☐	☑	☐	☐
NM	Indeterminate amount of development work yet to do.	☑	☑	☐	☐	☐
NV	The standards-based assessments have yet to be developed. Money for developing these assessments has been appropriated by the 1999 session of the Nevada Legislature.	☐	☑	☐	☐	☐
NY	The accountability index and measurement of adequate yearly progress has to be approved.	☐	☑	☐	☐	☐
OH		☐	☐	☐	☑	☐
OK	To follow changing legislation.	☐	☐	☐	☑	☐
OR	The state is continuing to work on accurate identification of cohort groups. In addition, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan.	☐	☐	☐	☑	☐
PA	None	☐	☐	☐	☐	☑
PR	To establish the corrective actions for schools in school improvement.	☑	☐	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
RI		☐	☐	☐	☐	☑
SC	None	☐	☐	☐	☑	☐
SD	Schools will have to report local assessment based on the match findings.	☐	☐	☐	☑	☐
TN		☐	☐	☑	☐	☐
TX	None	☐	☐	☐	☑	☐
UT		☐	☐	☐	☑	☐
VA	The Final Assessment Plan for IASA Title I is Virginia's SOL assessment program and school accreditation model.	☐	☐	☐	☐	☑
VI	Not Applicable	☐	☐	☐	☐	☐
VT	decisions on science assessment (additional grade and frequency); development and implementation of local comprehensive assessment plans	☑	☐	☐	☐	☐
WA	Move to required standards based assessments at grades 7 and 10.	☐	☑	☐	☐	☐
WI		☐	☐	☐	☐	☑
WV		☐	☐	☐	☐	☐
WY	Fine tuning of AYP criteria for implementation by 2000-2001 school year.	☐	☐	☐	☑	☐

Question 2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

Question 2.2.6 Is this the definition you plan to use with your final assessment plan?

State	Question 2.2.5	Question 2.2.6		
		Yes	No	Undecided
AK	We have a temporary system that will be replaced once our standards-based exams are in place. Currently we use a "percent correct" score from the California Achievement Test and view the results from year to year.	☐	☑	☐
AL	The criteria to meet the state academic accountability requirements	☑	☐	☐
AR	State's formula which is computation of the percentage of students that fall below the 50th percentile divided by 10 determines the annual rate of improvement,	☑	☐	☐
AS	N/A	☐	☐	☐
AZ	The goals of the transitional assessment plan hold that either 90 percent of students should achieve or exceed proficiency OR no students should fall below a basic level of proficiency by the year 2005. Sufficient adequately yearly progress is determined by the schools success or failure to meet interim objectives on either goal.	☐	☐	☑
CA	Adequate yearly progress for Title 1 accountability is determined by school performance as indicated by its Academic Performance Index (API) ranking. Adequate yearly progress for a school is defined as meeting the school's annual API growth target and demonstrating comparable improvement for all numerically significant ethnic and socioeconomically disadvantaged subgroups.	☐	☑	☐
CO	A base school year index was completed in 1997 to determine the amount of progress expected each year for each individual school. The 1997 index was subtracted from 100 and then divided by 10 to determine the amount of adequate yearly progress that would be expected for each school every year for the next ten years.	☐	☐	☑
CT	Although the cut-points that separate the levels differ for CMT and CAPT, level 1 includes very low indices, level 2 includes mid-range indices, and level 3, which includes high indices, represents the ultimate goal for all schools and districts. Year-to-year growth targets vary across these three levels. The growth target for schools and districts in level one is to reach level 2. Schools and districts in level 2 are expected to make a +1.0 gain in their overall index each year. Schools and districts in level 3 must remain in level 3. Schools and districts that do not meet their growth targets twice in two consecutive years (e.g., did not meet their 1997-98 target and did not meet their 1998-99 target) are considered to be in need of improvement; they leave improvement status by meeting their targets twice in three consecutive years.	☑	☐	☐
DE	A school is making adequate yearly progress if the aggregate student performance of academically needy students is at or above the average aggregate student performance of needy students in all Delaware schools.	☐	☑	☐
FL		☐	☐	☐
GA		☐	☐	☐

Question 2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

Question 2.2.6 Is this the definition you plan to use with your final assessment plan?

State	Question 2.2.5	Question 2.2.6 Yes	Question 2.2.6 No	Question 2.2.6 Undecided
HI	(1) SAT 9th Ed. Total Reading: 75% or 2 percentage point increase in percentage of students performing at Proficient and Advanced levels (stanines 5-9). (2) SAT 9th Ed. Total Mathematics: 75% or 2 percentage point increase in percentage of students performing at Proficient and Advanced levels (stanines 5-9). (3) Attendance Rate: 95% or 2 percentage point increase (4) School Selected Student Achievement Indicator(s): Projection (of at least 2 percentage point increase) met in percentage of students performing at Proficient and Advanced levels.	☐	☐	☑
IA	Iowa considers students "proficient" if they score in the intermediate or higher levels in the areas of reading and mathematics on the Iowa Test of Basic Skills (ITBS) or Iowa Test of Educational Development (ITED). LEAs set and report on annual goals to increase the number of students in the proficient or higher levels.	☑	☐	☐
ID	Adequate Yearly Progress for each school is determined by the formula 90-x/10. That is, the goal for each school to have 90% of Title I students in the proficient and advanced categories by the year 2007 (10 years)	☐	☐	☑
IL	1. 50% of student IGAP scores do not meet standards, AYP means a reduction in the "does not meet standards" scores so that the school will meet standards in 5 years. 2. For schools which "meet standards", school performance must increase or at least maintain its current level of performance.	☐	☐	☑
IN	Attain adequate yearly progress in two ways: meet a specified target (benchmark) or show progress toward that target. The process is 5% points or better from the previous year.	☑	☐	☐
KS	Adequate Yearly Progress is based on the continuous improvement standards set by the Kansas State Board of Education. These use the designations (+), (++), (m), and (-) to show the status of building on the test. This will be revisited as the second generation of assessments are implemented in 1999-2000.	☐	☐	☑
KY	Accountability index scores from state KCCT assessments.	☑	☐	☐
LA	Schools must have an 80% passing rate (English and Mathematics) on the state criterion-referenced tests for two consecutive years, unless they show a 1% growth rate the second year.	☐	☑	☐
MA	Title I will used the state accountability system for the state's definition of AYP.	☐	☑	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6		
		Yes	No	Undecided
MD	1. Title I is aligned with MSPAP and the Maryland School Performance Program. 2. AYP for Title I schools is defined as schools that are meeting or are demonstrating substantial and sustained progress in meeting the state's student performance standards. 3. AYP for local school systems is defined as systems in which all Title I schools are meeting or are demonstrating substantial and sustained progress in meeting the state's student performance standards. 4. Each local school system will annually: a) Publish the Maryland School Performance Report for each of its schools; b) Review the performance of Title I schools; and c) Identify schools not making adequate yearly progress. 5. Local school systems may establish more stringent standards for their schools. 6. Maryland uses three years of data to determine the progress of schools. (Under ED FLEX, Maryland has the authority to permit local school systems to use three years of data to determine low performing Title I schools.)	☑	☐	☐
ME	Definition is currently in use.	☑	☐	☐
MI	Adequate yearly progress is defined as closing the gap at least 10 percent of a school's achievement gap. The achievement gap is the combined total of the difference between a school's percentage of pupils scoring at the highest performance level and 100%, and the difference between the percentage of pupils scoring at the lowest performance level and 0%.	☑	☐	☐
MN	Schools are expected to achieve a weighted index score of 60 based on Minnesota Comprehensive Assessments results. Schools failing to meet that state expectations are required to demonstrate adequate growth based on a five-year plan.	☐	☐	☑
MO	To decrease students in bottom performance by 5%. To increase in top 3 performance levels by 5%.	☑	☐	☐
MS	Modified measures taken from state accountability system used to accredit districts. Annual values used for districts are averaged for school improvement standards across applicable grades.	☐	☑	☐
MT	This has not been usable thus far. Have been identifying schools with average NCE under 45.2 for improvement.	☐	☑	☐
NC	The ABC's accountability program results of exemplary growth, expected growth, and no recognition, are all in Title I "made AYP" category. The state ABCs results of low performances are in the Title I "not made AYP" category.	☑	☐	☐
ND	During the transitional period the State of North Dakota will use aggregated, norm-referenced achievement test data to identify schools in need of improvement. Test data for all students and all grades will be aggregated. Scores for the total battery for reading, language arts and math subtests will be used. The actual school district ranking will be determined separately for the 1992-1996, 1993-1997 and 1994-1998 school years by calculating an average "mean" (composite) score for each of these data periods. The levels of performance standards are listed below. 1992-1996 Data Period; 1993-1997 Data Period; 1994-1998 Data Period Advanced: 65.00 – 99.99 Proficient: 50.00 – 64.99 Partially Proficient: 30.00 – 49.99 Novice: 0.00 – 29.99	☐	☑	☐

Question 2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

Question 2.2.6 Is this the definition you plan to use with your final assessment plan?

		Question 2.2.6		
State	Question 2.2.5	Yes	No	Undecided
NE	Adequate Yearly Progress is based on a goal of having all students achieving at proficient and advanced levels of performance in 10 years. Progress goals were established using baseline data in the spring of 1997.	☐	☑	☐
NH	Approval pending.	☑	☐	☐
NJ		☐	☐	☐
NM	Still under development	☐	☐	☑
NV	Adequate Yearly Progress is based on a weighting formula requiring schools to make 5% gains every year.	☐	☑	☐
NY	Adequate yearly progress (AYP) was defined only for the spring of 1999 as 90% of students at or above level 2.	☑	☐	☐
OH	Percentage of students who demonstrate proficiency will increase by one "standard unit of improvement", defined as an increase of 2.5 percentage points in the percentage of students achieving the proficient standards.	☑	☐	☐
OK	Adequate Yearly Progress (AYP) has been established to utilize both the Oklahoma Core Curriculum Tests (OCCT) and the Iowa Tests of Basic Skills (ITBS). To meet AYP, the school must have at least 50% of students scoring satisfactorily on both the Mathematics and Reading portions of the OCCT for all grades tested. The school, if identified as having less than 50% score satisfactorily on one or both subject areas, must make a 5% gain in the percent of students scoring satisfactorily from one year to the next. In addition, a school cannot be identified as a Low-Performing/High Challenge site for two consecutive years. A school is identified as LP/HC if the student average score of regular education students falls at or below a state percentile rank of 25, and at or below a national percentile rank of 49. The Reading sufficiency portion applies to schools having grades lower than Grade 3. Schools must have at least 50% of students reading sufficiently to make AYP.	☐	☐	☑
OR	A district is making adequate yearly progress if it has moved its Title I student population closer to the goal of having all students meeting state standards. Both a cohort and two cross-sectional analyses will be performed to determine this. (note: see 2.2.2)	☑	☐	☐
PA	Five per cent of the students must move from the two lowest categories to the two highest categories on the state assessment and local assessment.	☑	☐	☐
PR	Results of Puerto Rico's School Competency Test, grade distribution, retention rates, graduation rates, assistance rates, referrals to social worker, and dropout rates. In addition, an improvement of not less than 5% in the competencies is considered adequate.	☑	☐	☐
RI	Adequate Yearly Progress in Rhode Island is called target setting. Schools and districts must set three year targets for improvement in both proficiency and equity standards. A three year "rolling average" will be used with results from 1997-98 State Assessment program considered the baseline year.	☑	☐	☐
SC		☐	☐	☐
SD	5% increase from below basic to basic or basic to proficient.	☑	☐	☐
TN	Increase in percentage of students moving from Levels 1, 2, 3 (Step I, Progressing , Nearing Proficiency) into levels 4 and 5 (Proficient and Advanced)	☑	☐	☐

Question 2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

Question 2.2.6 Is this the definition you plan to use with your final assessment plan?

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
TX	Adequate yearly progress will be met when districts attain an academically acceptable rating, and campuses attain an acceptable rating.	☑	☐	☐
UT	Meeting the state average or showing 3 percent or percentile points improvement toward meeting the state average.	☐	☑	☐
VA	Adequate Yearly Progress has not yet been defined.	☐	☐	☐
VI	Not Applicable	☐	☐	☐
VT	Our definition of Adequate Yearly Progress has not been finalized. It will be implemented in Spring 2001 assessment cycle. We currently use a set of transitional criteria which set targets for student performance .	☐	☑	☐
WA	Decrease in percent of students scoring in bottom quartile of national norms.	☐	☑	☐
WI	Wisconsin uses the continuous progress indicator (CPI). This metric takes into account how schools move students into the proficient and advanced categories and out of the not tested and minimal categories over time. It is a cross-cohort comparison model.	☑	☐	☐
WV		☐	☐	☐
WY	Continuous and substantial progress must be made each year based on comparing multi-year averages (year 1 & 2; year 2 & 3; year 3 & 4, etc.) and multiple grades tested. The formula is based on a 10 year cycle. Multi-year averages and multiple grades are used to reduce standard errors as much as possible because we have so many small schools. In future, a hierarchical linear modeling approach will be used with student data as level 1 variables and school information as level 2. The projected regression slopes will be compared with actual slopes to determine progress.	☑	☐	☐

Question 2.2.7 What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
AK	In progress
AL	Grade 3 norm-referenced test
AR	Currently under discussion
AS	
AZ	Stanford 9, Arizona's standards-based assessment (AIMS) and district assessments
CA	Students in grades 2 and 3 will take the Stanford 9, the STAR augmentation, and, for Spanish-speaking students, the Spanish Assessment of Basic Education, Second Edition, which is the primary language test. There is no systematic statewide assessment of students in kindergarten or grade 1. Students at these grade levels are tested with local assessments.
CO	The 3rd grade reading comprehension Colorado Student Assessment results
CT	Connecticut has no plans to implement statewide assessments in grades K-3.
DE	Appropriate assessments for K-2 students are currently under discussion.
FL	
GA	
HI	For grade 3, a combined a state-designed criterion-referenced assessment and norm-referenced assessment (Stanford 9 Abbreviated) will be included in the Final Assessment Plan.
IA	Iowa has provided LEAs with a number of Early Intervention Diagnostic Assessment Test Instruments for use at the K-3 level.
ID	At this time would probably include a state CBM in Reading, State Norm Referenced Test, and the Districts multiple measure(s).
IL	State assessment in grade 3.
IN	
KS	Grade 2 Reading Diagnostic
KY	No formal assessments are planned. State assessments for 4th and 5th grade students evaluate the culmination of the primary program.
LA	Because all schools will be included in the School and District Accountability System, all schools will be included in the final plan. Specifically, for grades K-3, only grade 3 is involved in statewide assessment. Grades K-2 will continue to report district criteria to the state through their Annual School Report.
MA	
MD	Grade 3 - MSPAP - current practice
ME	
MI	None
MN	Minnesota Comprehensive Assessments. These are state assessments aligned with content standards at grades 3-5. Assessments for high school are being developed.
MO	Pre School Assessment; Pre School Observational Assessment; Data From Reading Recovery Evaluation - Grade 1.
MS	
MT	None at state level.
NC	Options are being explored.
ND	This is unknown at this time.

Question 2.2.7 What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
NE	Each district is required to assess student performance on standards in the primary grades under the state assessment system.
NH	State assessment given at grade 3.
NJ	
NM	Still under development
NV	No statewide assessments for grades K-2 are planned. The standards-based assessment at end of grade 3 will be part of our final assessment plan.
NY	Discussion is underway of using a back mapping rather than actual assessments.
OH	Primary level assessments may be chosen locally.
OK	The Iowa Tests of Basic Skills was given to Grades 3 and 7 during the 1998-1999 school year. In addition, multiple assessments are required at the local level for all primary grades through the Reading Sufficiency Act. This has been encouraged through professional development workshops on multiple assessments. For sites having only K-2 grades, a site would not be making AYP if more than 50% of the students are identified as in need of remediation in reading.
OR	We are developing additional pieces to the assessment system for use at the primary level. They will include computer adapted assessments as well as the possibility of video adapted assessments. In the future, the grade 3 mathematics and reading assessment will be "leveled" allowing for a lower entry point into the assessment.
PA	Locally developed performance assessments.
PR	We will continue using the teacher's observation scales created by our personnel for grades K-2.
RI	None planned at this time, beyond the grade RI Writing Assessment currently conducted.
SC	Continuous assessment program. Standards-based assessment.
SD	We test students in Grade 2 with the SAT 9.
TN	Terra Nova
TX	School districts will use local assessment for Grades K-2.
UT	State Criterion-Referenced Testing Program
VA	SOL assessments
VI	Not Applicable
VT	Vermont Developmental Reading Assessment at Grade 2
WA	None
WI	We do test 3rd grade reading (WRCT); however, there are no plans to use this as an accountability measure, although local measures are used to follow the students' progress..
WV	
WY	We will not use a standardized measure below grade 3. At grade 3, we may require a norm-referenced survey battery, but that is still being decided. In grades K-2, measures will be locally determined and should be instructionally relevant. The information collected for K-3 students will be considered in a second round of analyses, after the standards-based and norm-referenced results are analyzed, and used in more of a panel judgment setting.

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
AK	English/Language Arts	4	☑	4	☐
	Reading	4	☑	4	☐
	Writing		☑	4	☐
	Mathematics	4	☐		☐
	Science	4	☐		☐
	Social Studies		☐		☐
	Civics/Government	4	☐		☐
	Geography	4	☐		☐
	History	4	☐		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills	4	☐		☐
	Other	4	☐		☐
	(Specify:)	Technology			
AL	English/Language Arts	2	☑	2	☑
	Reading	2	☑	2	☑
	Writing		☐		☐
	Mathematics	2	☑	2	☑
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other		☐		☐
	(Specify:)				
AR	English/Language Arts	4	☑		☐
	Reading	4	☑	4, 1	☑
	Writing	4	☑	4, 1	☑
	Mathematics	4	☑	4, 1	☑
	Science	4	☑		☐
	Social Studies	5	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☑		☐
	Health Education	3	☑		☐
	Physical Education	3	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	6	☐		☐
	Other		☐		☐
	(Specify:)				

Status

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
AS	English/Language Arts	2	☑		☐
	Reading	2	☑		☐
	Writing	2	☑		☐
	Mathematics	2	☑		☐
	Science	2	☑		☐
	Social Studies	2	☑		☐
	Civics/Government	2	☑		☐
	Geography	2	☑		☐
	History	2	☑		☐
	Arts	2	☑		☐
	Health Education	2	☑		☐
	Physical Education	2	☑		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other	2	☑		☐
	(Specify:)	Music			
AZ	English/Language Arts		☐		☐
	Reading	3	☑	2	☐
	Writing	3	☑	2	☐
	Mathematics	3	☑	2	☐
	Science	3	☐		☐
	Social Studies	3	☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☐		☐
	Health Education	3	☐		☐
	Physical Education	3	☐		☐
	Foreign Language	3	☐		☐
	Employability skills	3	☐		☐
	Other		☐		☐
	(Specify:)				
CA	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other		☐		☐
	(Specify:)				

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
CO	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
CT	English/Language Arts	4	☑	4	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	4	☑
	Employability skills	4	☑	4	☑
	Other (Specify:)	4 Technology Education	☑	4	☑

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
DE	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	1	☐
	Social Studies	4	☑	1	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐	6	☐
	Health Education	1	☐	6	☐
	Physical Education	1	☐	6	☐
	Foreign Language	4	☐	6	☐
	Employability skills		☐		☐
	Other (Specify:)	4 Agri-Science; Business, Finance, Marketing; Technology	☐	6	☐
FL	English/Language Arts	4	☐		☐
	Reading	4	☐		☑
	Writing	4	☐		☑
	Mathematics	4	☐		☑
	Science	4	☐		☐
	Social Studies	4	☐		☐
	Civics/Government	4	☐		☐
	Geography	4	☐		☐
	History	4	☐		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills	4	☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
GA	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
HI	English/Language Arts	5	☑	1	☐
	Reading	5	☑	1	☐
	Writing	5	☑	1	☐
	Mathematics	5	☑	1	☐
	Science	5	☑	1	☐
	Social Studies	5	☑	1	☐
	Civics/Government	5	☑	1	☐
	Geography	5	☑	1	☐
	History	5	☑	1	☐
	Arts	5	☑	1	☐
	Health Education	5	☑	1	☐
	Physical Education	5	☑	1	☐
	Foreign Language	5	☑	1	☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
IA	English/Language Arts		☐		☐
	Reading	3	☐	3	☐
	Writing	3	☐	3	☐
	Mathematics	3	☐	3	☐
	Science	2	☐	1	☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)	All are loca	☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
ID	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
IL	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government	3	☑		☑
	Geography	3	☑		☑
	History	3	☑		☑
	Arts	3	☑	3	☐
	Health Education	3	☑	3	☐
	Physical Education	3	☑	3	☐
	Foreign Language	3	☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
IN	English/Language Arts	2	☑	2	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	2	☑	2	☑
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
KS	English/Language Arts		☐		☐
	Reading	3 and 5	☑	3 and 5	☑
	Writing	3 and 5	☑	3 and 5	☑
	Mathematics	3 and 5	☑	3 and 5	☑
	Science	3 and 5	☑	3 and 5	☑
	Social Studies	3 and 5	☑	3 and 5	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☐		☐
	Health Education	3	☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
KY	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	4	☑
	Employability skills	4	☑	4	☑
	Other (Specify:)		☐		☐
LA	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	3	☑
	Social Studies	4	☑	3	☑
	Civics/Government	4	☑	3	☑
	Geography	4	☑	3	☑
	History	4	☑	3	☑
	Arts	4	☑		☐
	Health Education	1	☐		☐
	Physical Education	1	☐		☐
	Foreign Language	4	☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
MA	English/Language Arts	4	☑	4	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	5	☑	4	☑
	Science	5	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education		☐		☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other		☐		☐
	(Specify:)				
MD	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☐		☐
	Geography	4	☐		☐
	History	4	☐		☐
	Arts	4	☑	2	☑
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills	4	☐		☐
	Other		☐		☐
	(Specify:)				
ME	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	2	☑
	Employability skills		☐		☐
	Other	4	☑	2	☑
	(Specify:)	Career Preparation			

Status

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
MI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☐	6	☐
	Health Education	2	☐	6	☐
	Physical Education	2	☐	6	☐
	Foreign Language	6	☐	6	☐
	Employability skills	6	☐	6	☐
	Other (Specify:)		☐		☐
MN	English/Language Arts	3	☑	5	☑
	Reading	3	☑	5	☑
	Writing	3	☑	5	☑
	Mathematics	3	☑	5	☑
	Science	3	☑	5	☑
	Social Studies	3	☑	5	☑
	Civics/Government	3	☑	5	☑
	Geography	3	☑	5	☑
	History	3	☑	5	☑
	Arts	3	☑	5	☑
	Health Education	3	☑	5	☑
	Physical Education	3	☑	5	☑
	Foreign Language	3	☑	5	☑
	Employability skills	3	☑	5	☑
	Other (Specify:)		☐		☐
MO	English/Language Arts	4	☑	4	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	2	☑
	Arts	2	☑	2	☑
	Health Education	2	☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
MS	English/Language Arts	4	☑	1	☐
	Reading	4	☑	1	☐
	Writing	4	☑	1	☐
	Mathematics	4	☑	1	☐
	Science	4	☑	1	☐
	Social Studies	4	☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑	1	☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	4	☑	1	☐
	Other (Specify:)		☐		☐
MT	English/Language Arts	2	☐		☐
	Reading	3	☐		☐
	Writing	2	☐		☐
	Mathematics	3	☐		☐
	Science	2	☐		☐
	Social Studies	1	☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	1	☐		☐
	Health Education	2	☐		☐
	Physical Education	2	☐		☐
	Foreign Language	1	☐		☐
	Employability skills	1	☐		☐
	Other (Specify:)		☐		☐
NC	English/Language Arts	4-Adopted	☑	4-1992-93	☑
	Reading	4-Adopted	☑	4-1992-93	☑
	Writing	4-Adopted	☑	4-1995-96	☑
	Mathematics	4-Adopted	☑	4-1992-93	☑
	Science	4-Adopted	☑	4-1995-96	☑
	Social Studies	4-Adopted	☐		☐
	Civics/Government	4-Adopted	☑	4-1997	☑
	Geography		☐		☐
	History	4-Adopted	☑	4-1997	☑
	Arts	4-Adopted	☐		☐
	Health Education	4-Adopted	☐		☐
	Physical Education	4-Adopted	☐		☐
	Foreign Language	4-Adopted	☐		☐
	Employability skills	4-Adopted	☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
ND	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
NE	English/Language Arts	5	☐		☐
	Reading	5	☐		☐
	Writing	5	☐		☐
	Mathematics	5	☐		☐
	Science	5	☐		☐
	Social Studies	5	☐		☐
	Civics/Government	5	☐		☐
	Geography	5	☐		☐
	History	5	☐		☐
	Arts		☑		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
NH	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	2	☑	2	☑
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)	4 Career Development	☑	4	☑

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
NJ	English/Language Arts	3	☑	4	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	3	☑	4	☑
	Science	3	☑	4	☑
	Social Studies	3	☑	2	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☑	2	☑
	Health Education	3	☑	2	☑
	Physical Education	3	☑	2	☑
	Foreign Language	3	☑	2	☑
	Employability skills	3	☑	2	☑
	Other (Specify:)		☐		☐
NM	English/Language Arts	4	☑		☐
	Reading	4	☑		☐
	Writing	4	☑		☐
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills		☐		☐
	Other (Specify:)	4 Career Readiness	☑		☐
NV	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	2	☐	2	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	2	☐	2	☐
	Health Education	2	☐	2	☐
	Physical Education	2	☐	2	☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
NY	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	2	☑	2	☑
	Social Studies	2	☑	2	☑
	Civics/Government	2	☑	2	☑
	Geography	2	☑	2	☑
	History	2	☑	2	☑
	Arts	1	☑	1	☑
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language	1	☑	1	☑
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
OH	English/Language Arts	5	☑		☐
	Reading		☑	3, 5 (to be)	☑
	Writing		☑	3, 5 (to be)	☑
	Mathematics	5	☑	3, 5 (to be)	☑
	Science	5	☑	3, 5 (to be)	☑
	Social Studies	5	☑	3, 5 (to be)	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	5	☑		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language	5	☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
OK	English/Language Arts		☐		☐
	Reading	4	☑		☐
	Writing		☐	4	☑
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies		☐		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	4	☑		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
OR	English/Language Arts	5	☐		☐
	Reading	5	☑	4	☑
	Writing	5	☑	4	☑
	Mathematics	5	☑	4	☑
	Science	5	☑	4	☑
	Social Studies	5	☐		☐
	Civics/Government	5	☑		☐
	Geography	5	☑		☐
	History	5	☑		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	2	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	4	☑		☐
	Other (Specify:)		☐		☐
PA	English/Language Arts	4	☐		☐
	Reading	4	☐		☐
	Writing	4	☐		☐
	Mathematics	4	☐		☐
	Science	2	☐		☐
	Social Studies	2	☐		☐
	Civics/Government	2	☐		☐
	Geography	2	☐		☐
	History	2	☐		☐
	Arts	2	☐		☐
	Health Education	1	☐		☐
	Physical Education	1	☐		☐
	Foreign Language	2	☐		☐
	Employability skills	1	☐		☐
	Other (Specify:)		☐		☐
PR	English/Language Arts	3, 5	☑	3, 5	☑
	Reading	3, 5	☑	3, 5	☑
	Writing	3, 5	☑	3, 5	☑
	Mathematics	3, 5	☑	3, 5	☑
	Science	3, 5	☑	3, 5	☑
	Social Studies	3, 5	☑	3, 5	☑
	Civics/Government	3, 5	☑	3, 5	☑
	Geography	3, 5	☑	3, 5	☑
	History	3, 5	☑	3, 5	☑
	Arts	3, 5	☑	3, 5	☑
	Health Education	3, 5	☑	3, 5	☑
	Physical Education	3, 5	☑	3, 5	☑
	Foreign Language		☐		☐
	Employability skills		☑	3, 5	☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
RI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education	4	☑	4	☑
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
SC	English/Language Arts	3	☑		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	3	☑		☐
	Science	2	☑		☐
	Social Studies	1	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
SD	English/Language Arts	3	☑	2	☐
	Reading	3	☑	2	☐
	Writing	3	☑	2	☐
	Mathematics	3	☑	2	☐
	Science	3	☑	2	☐
	Social Studies	3	☑	2	☐
	Civics/Government	3	☑	2	☐
	Geography	3	☑	2	☐
	History	3	☑	2	☐
	Arts	3	☑	2	☐
	Health Education	3	☑	2	☐
	Physical Education	3	☑	2	☐
	Foreign Language	3	☑	2	☐
	Employability skills	6	☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
TN	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing		☐	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)	2 Alg I, Biology, English I, Algebra II, Geometry, English I	☑	2	☑
TX	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
UT	English/Language Arts	4	☑		☐
	Reading	4	☑		☐
	Writing	4	☑		☐
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
VA	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
VI	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
VT	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	6	☐
	Civics/Government	4	☑	6	☐
	Geography	4	☑	6	☐
	History	4	☑	6	☐
	Arts	4	☑	6	☐
	Health Education	4	☑	6	☐
	Physical Education	4	☑	6	☐
	Foreign Language	4	☑	6	☐
	Employability skills	4	☑	6	☐
	Other (Specify:)		☐		☐
WA	English/Language Arts	6	☐	6	☐
	Reading	4	☐	4	☐
	Writing	4	☐	4	☐
	Mathematics	4	☐	4	☐
	Science	4	☐	2	☐
	Social Studies	5	☐	1	☐
	Civics/Government	5	☐	1	☐
	Geography	5	☐	1	☐
	History	5	☐	1	☐
	Arts	5	☐	1	☐
	Health Education	5	☐	1	☐
	Physical Education	5	☐	1	☐
	Foreign Language	6	☐	6	☐
	Employability skills	6	☐	6	☐
	Other (Specify:)	4 Communications	☐	4	☐
WI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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2 = In Development	5 = Being Revised
3 = Completed	6 = Not Planned at This Time

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
WV	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
WY	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government	3	☑	3	☑
	Geography	3	☑	3	☑
	History	3	☑	3	☑
	Arts	1	☐	1	☐
	Health Education	2	☐	2	☐
	Physical Education	2	☐	2	☐
	Foreign Language	2	☐	2	☐
	Employability skills	2	☐	2	☐
	Other (Specify:)		☐		☐

Status

1 = Planned
2 = In Development
3 = Completed
4 = Adopted or Approved
5 = Being Revised
6 = Not Planned at This Time

Question 3.0 Program components and contact persons.

State

AK

Program Component: Norm-referenced testing
Subject: Language Arts, Mathematics, Reading, Science
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@educ.state.ak.us

Program Component: California Achievement Test, fifth edition
Subject:
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@eed.state.ak.us

AL

Program Component: Alabama High School Graduation Exam
Subject: Mathematics
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email:

Program Component: Alabama High School Graduation Exam
Subject: Language
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email:

Program Component: Alabama High School Graduation Exam
Subject: Science
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email:

Program Component: Alabama Direct Assessment of Writing
Subject: Writing
Contact(s): Margaret Weldon
Phone: (334)242-8038
Email:

Program Component: High School Basic Skills Exit Exam
Subject: Reading
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Program Component: Stanford Achievement Test, 9th edition
Subject: Total Battery
Contact(s): Miriam Byers
Phone: (334)242-8038
Email: mbyers@sdenet.alsde.edu

Program Component: Alabama High School Graduation Exam
Subject: Reading Comprehension
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email:

Question 3.0 Program components and contact persons.

State

AL

Program Component: High School Basic Skills Exit Exam
Subject: Mathematics
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Program Component: High School Basic Skills Exit Exam
Subject: Language
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

AR

Program Component: Norm referenced testing
Subject: Social Studies
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Math
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Literacy (Reading and Writing)
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Mathematics
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Study Skills
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Spelling
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Language
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Question 3.0 Program components and contact persons.

State

AR
Program Component: Norm referenced testing
Subject: Science
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Total Reading
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

AS
Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Reading
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Spelling
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Mathematics
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Science
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Language
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

AZ
Program Component: Stanford Achievement Test, Ninth Edition
Subject: all
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@mail1.ade.state.az.us

CA
Program Component: Assessments in Career Education
Subject: Technology Core
Contact(s): Rozlynn Worrall
Phone: (916) 657-2302
Email: rworrall@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Assessments in Career Education
Subject: Food Service and Hospitality
Contact(s): Rozlynn Worrall
Phone: (916) 657-2302
Email: rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: U.S. History
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Spanish
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: CHSPE
Subject:
Contact(s): Lily Roberts
Phone: (916) 657-3915
Email: lroberts@cde.ca.gov

Program Component: Golden State Exams
Subject: Government/Civics
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Reading and Literature
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Chemistry
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Algebra
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: High School Math
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Physical Fitness Test
Subject: Physical fitness Test
Contact(s): Jennifer Rousseve
Phone: (916) 657-3387
Email: jroussev@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Social Science
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Reading
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Math
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Language
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Spelling
Contact(s): Linda Lownes
Phone: (916)657-3011
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Primary Language
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Science
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: GED
Subject: Not applicable
Contact(s): Nancy Edmunds
Phone: (916) 651-6622
Email: nedmunds@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Golden State Exams
Subject: Biology
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Economics
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Agriculture Core
Contact(s): Rozlynn Worrall
Phone: (916) 657-2302
Email: rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: Coordinated Science
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Written Composition
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Computer Science and Information Systems
Contact(s): Rozlynn Worrall
Phone: (916) 657-2302
Email: rworrall@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Health Care Level I
Contact(s): Rozlynn Worrall
Phone: (916) 657-2302
Email: rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: Geometry
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

CO

Program Component: Reading, Writing, and Mathematics
Subject: Mathematics
Contact(s): Don E. Watson
Phone: (303) 866-6612
Email: watson_d@cde.stae.co.us

Question 3.0 Program components and contact persons.

State

CO

Program Component: Reading, Writing, and Mathematics
Subject: Reading
Contact(s): Don E. Watson
Phone: (303) 866-6612
Email: watson_d@cde.stae.co.us

Program Component: Reading, Writing, and Mathematics
Subject: Writing
Contact(s): Don E. Watson
Phone: (303) 866-6612
Email: watson-d@cde.state,co.us

CT

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Writing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Response to Literature
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Editing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Science
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Reading
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Question 3.0 Program components and contact persons.

State

CT

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Interdisciplinary
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

DE

Program Component: Delaware Student Testing Program - Reading NRT
Subject: Reading - NRT
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Writing
Subject: Writing (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Mathematics
Subject: Mathematics (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Mathematics NRT
Subject: Mathematics (NRT)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Reading
Subject: Reading (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

FL

Program Component: High School Competency Test
Subject: Mathematics
Contact(s): Dr. Cornelia S. Orr
Phone: 850/488-8198
Email: orrc@mail.doe.state.fl.us

Program Component: Florida Comprehensive Assessment Test
Subject: Mathematics
Contact(s): Dr. Cornelia S. Orr
Phone: 850/488-8198
Email: orrc@mail.doe.state.fl.us

Program Component: Florida Comprehensive Assessment Test
Subject: Reading
Contact(s): Dr. Cornelia S. Orr
Phone: 850/488-8198
Email: orrc@mail.doe.state.fl.us

Question 3.0 Program components and contact persons.

State

FL

Program Component: Florida Writing Assessment Program
Subject: Writing
Contact(s): Dr. Cornelia S. Orr
Phone: 850/ 488-8198
Email: orrc@mail.doe.state.fl.us

Program Component: High School Competency Test
Subject: Communications
Contact(s): Dr. Cornelia S. Orr
Phone: 850/ 488-8198
Email: orrc@mail.doe.state.fl.us

GA

Program Component: Iowa Tests of Basic Skills, Complete Battery
Subject: ITBS
Contact(s): Jean Cohen
Phone: 404/ 657-0251
Email: jcohen@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Social Studies (GHSGT)
Contact(s): Lynn M. Plunkett
Phone: 404/ 657-0312
Email: lplunket@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Science (GHSGT)
Contact(s): Lynn M. Plunkett
Phone: 404/ 657-0312
Email: lplunket@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: English/Language Arts (GHSGT)
Contact(s): Lynn M. Plunkett
Phone: 404/ 657-0312
Email: lplunket@doe.k12.ga.us

Program Component: Georgia Kindergarten Assessment Program (GKAP-R)
Subject: Georgia Kindergarten Assessment Program (GKAP)
Contact(s): Sharron Hunt
Phone: 404/657-0311
Email: shunt@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Mathematics (GHSGT)
Contact(s): Lynn M. Plunkett
Phone: 404/ 657-0312
Email: lplunket@doe.k12.ga.us

Program Component: Writing Assessments (Grades 3, 5, 8, 11)
Subject: Writing
Contact(s): Sandra McCullough
Phone: 404/ 656-5975
Email: sandramc@doe.k12.ga.us

Question 3.0 Program components and contact persons.

State

HI

Program Component: Credit by Examination
Subject: Varied (Foreign Lang., Algebra, Keyboarding
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Stanford Achievement Test 9th Ed.
Subject: Mathematics
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Stanford Achievement Test 9th Ed.
Subject: Reading
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Hawaii State Test of Essential Competencies (HSTEC)
Subject:
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

IA

Program Component: Standardized Testing ITBS and ITED
Subject: Mathematics
Contact(s): Tom Deeter
Phone: (515)/242-5616
Email: tom.deeter@ed.state.ia.us

ID

Program Component: Norm Referenced Test
Subject: Science
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Language Arts
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Mathematics
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Direct Writing Assessment
Subject: Direct Writing Assessment
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Question 3.0 Program components and contact persons.

State

ID

Program Component: Norm-Referenced Test
Subject: Reading
Contact(s): Sally Tiel
Phone: 208/ 432-6943
Email: Srtiel@sde.state.id.us

Program Component: Direct Math Assessment
Subject: Math
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm Referenced Test
Subject: Social Studies
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

IL

Program Component: Illinois Standards Achievement Test
Subject: Mathematics
Contact(s): Dr. Carmen Chapman Pfeiffer
Phone: 217-782-4823
Email:

Program Component: Illinois Standards Achievement Test
Subject: Reading
Contact(s): Dr. Carmen Chapman Pfeiffer
Phone: 217-782-4823
Email:

Program Component: Illinois Standards Achievement Test
Subject: Writing
Contact(s): Dr. Carmen Chapman Pfeiffer
Phone: 217-782-4823
Email:

IN

Program Component: Statewide Assessment
Subject: English/Language Arts
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

Program Component: Statewide Assessment
Subject: Mathematics
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

KS

Program Component: Kansas Assessment Program--Reading
Subject: Reading
Contact(s): Lisa Akard
Phone: 785/296-2598
Email: lakard@ksbe.state.ks.us

Question 3.0 Program components and contact persons.

State

KS

Program Component: Kansas Assessment Program--Social Studies
Subject: Social Studies is not assessed in 1998-99
Contact(s): Kim Rasmussen
Phone: 785/296-4933
Email: kramussen@ksbe.state.ks.us

Program Component: Kansas Assessment Program--Science
Subject: Science is not assessed in 1998-99
Contact(s): Greg Schell
Phone: 785/296-8108
Email: gschell@ksbe.state.ks.us

Program Component: Kansas Assessment Program--Writing
Subject: Writing
Contact(s): Stacey Lierz-Ziegler
Phone: 785/296-4930
Email: sziegler@ksbe.state.ks.us

Program Component: Kansas Assessment Program--Mathematics
Subject: Mathematics
Contact(s): Kim Gattis
Phone: 785/296-3851
Email: kgattis@ksbe.state.ks.us

KY

Program Component: Alternate Portfolio
Subject: Alternate Portfolio
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Practical Living / Vocational Studies
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Social Studies
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Mathematics
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Science
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Question 3.0 Program components and contact persons.

State

KY

Program Component: KCCT On-Demand
Subject: Reading
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: On-Demand Writing
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: National Norm Reference Test (CTBS/5)
Subject: NRT: Reading, Math, Language Arts
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

Program Component: Writing Portfolio Assessment
Subject: Writing Portfolio
Contact(s): Starr Lewis
Phone: 502-564-2106
Email: slewis@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Arts and Humanities
Contact(s): Bill Insko
Phone: 502-564-4394
Email: binsko@kde.state.ky.us

LA

Program Component: LEAP 21 Grades 4 & 8 Criterion-Referenced Tests
Subject: English Language Arts
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Social Studies
Contact(s): Bernadette Morris/Claudia Davis
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Science
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Written Composition
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Question 3.0 Program components and contact persons.

State

LA **Program Component:** Graduation Exit Examination
Subject: Mathematics
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: English Language Arts
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: LEAP 21 Grades 4 & 8 Criterion-Referenced Tests
Subject: Mathematics
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

Program Component: Norm-referenced Testing Program
Subject: Complete battery
Contact(s): Bernadette Morris, Claudia Davis
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us, cdavis@mail.doe.state.la.us

MA **Program Component:** Massachusetts Comprehensive Assessment System (MCAS)
Subject: English Language Arts
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3616
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Mathematics
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3616
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Science & Technology
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3616
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: History and Social Science
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3616
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

MD **Program Component:** Maryland Functional Tests (Maryland Writing Test)
Subject: Writing (98,500 Total Students Tested)
Contact(s): Tamara Lewis
Phone: 410/767-0074
Email: tlewis@msde.state.md.us

Question 3.0 Program components and contact persons.

State

MD

Program Component: Maryland School Performance Assessment Program
Subject: Writing
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Language Usage
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Mathematics
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Science
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Social Studies
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Reading
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: High School Assessments (Development during 1998-1999 School Year)
Subject: High School Assessments were developed in the 1998-1999 school year. No students were tested in that year.
Contact(s): Janet Bagsby
Phone: 410/ 767-0048
Email: jbagsby@msde.state.md.us

Program Component: Maryland Functional Tests (Mathematics)
Subject: Mathematics (144,500 Total Students Tested)
Contact(s): Lavinia Ringgold
Phone: 410/ 767-0087
Email: lringgold@msde.state.md.us

Program Component: Maryland Functional Tests (Reading)
Subject: Reading (95,500 Total Students Tested)
Contact(s): Lavinia Ringgold
Phone: 410/767-0087
Email: lringgold@msde.state.md.us

Question 3.0 Program components and contact persons.

State

ME

Program Component: Maine Educational Assessment
Subject: Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing
Contact(s): Dr. Horace P. Maxcy
Phone: 207/287-5996
Email: brud.maxcy@state.me.us

MI

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Reading
Contact(s): Jane Faulds (reading), Phil Babcock (mathematics)
Phone: (517) 373-8393
Email: schramc@state.mi.us

Program Component: MEAP High School Test
Subject: Science
Contact(s): Jane Faulds (reading and writing), Rodger Epp (science), Phil Babcock (mathematics), Bruce Brousseau (social studies)
Phone: 517/373-8393
Email: schramc@state.mi.us

Program Component: MEAP High School Test
Subject: Reading
Contact(s): Jane Faulds (reading and writing), Rodger Epp (science), Phil Babcock (mathematics), Bruce Brousseau (social studies)
Phone: 517/373-8393
Email: schramc@state.mi.us

Program Component: MEAP High School Test
Subject: Mathematics
Contact(s): Jane Faulds (reading and writing), Rodger Epp (science), Phil Babcock (mathematics), Bruce Brousseau (social studies)
Phone: 517/ 373-8393
Email: schramc@state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Social Studies
Contact(s): Jane Faulds (writing),Rodger Epp (science), Bruce Brousseau (social studies)
Phone: 517/ 373-8393
Email: schramc@state.mi.us

Program Component: MEAP High School Test
Subject: Social Studies
Contact(s): Jane Faulds (reading and writing), Rodger Epp (science), Phil Babcock (mathematics), Bruce Brousseau (social studies)
Phone: 517/ 373-8393
Email: schramc@state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Writing
Contact(s): Jane Faulds (writing), Rodger Epp (science), Bruce Brousseau (social studies)
Phone: 517/ 373-8393
Email: schramc@state.mi.us

Question 3.0 Program components and contact persons.

State

MI

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Mathematics
Contact(s): Jane Faulds (reading), Phil Babcock (mathematics)
Phone: (517) 373-8393
Email: schramc@state.mi.us

Program Component: MEAP High School Test
Subject: Writing
Contact(s): Jane Faulds (reading and writing), Rodger Epp (science), Phil Babcock (mathematics), Bruce Brousseau (social studies)
Phone: 517/373-8393
Email: schramc@state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Science
Contact(s): Jane Faulds (writing),Rodger Epp (science), Bruce Brousseau (social studies)
Phone: 517/ 373-8393
Email: schramc@state.mi.us

MN

Program Component: Basic Standards Writing
Subject: writing grade 10
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: cathy.wagner@state.mn.su

Program Component: Basic Standards Reading
Subject: reading grade 8
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Basic Standards Mathematics
Subject: math grade 8
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: math grades 3-5
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Reading grades 3-5
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: writing grade 5
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Question 3.0 Program components and contact persons.

State

MO

Program Component: MAP
Subject: Social Studies
Contact(s): Jim Friedebach
Phone: 1-800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Mathematics
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Science
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Communication Arts
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

MS

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: Biology (Primarily Grade 9)
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mde.k12.ms.us

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: US History from 1877 (Primarily Grade 11)
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mde.k12.ms.us

Program Component: Norm-Referenced Testing
Subject: ITBS Survey Battery(R,M,LA)
Contact(s): Valerie Troiani
Phone: 601-359-3052
Email: vtroiani@mde.k12.ms.us

Program Component: Functional Literacy Examination (high school exit exam)
Subject: Basic Skills - High Sch Exit Exam
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mde.k12.ms.us

Program Component: Career Planning and Assessment System
Subject: ACT WorKeys
Contact(s): Cindy Simmons
Phone: 601-359-3052
Email: csimmons@mde.k12.ms.us

Question 3.0 Program components and contact persons.

State

MS

Program Component: Career Planning and Assessment System
Subject: Occupational Specific Assessments
Contact(s): Cindy Simmons
Phone: 601-359-3052
Email: csimmons@mde.k12.ms.us

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: Algebra 1 (Primarily Grade 9)
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mde.k12.ms.us

MT

Program Component: Student Assessment Requirement
Subject: Science
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Social Studies
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Reading
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Math
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Language Arts
Contact(s): Dori Nielson
Phone: 406-444-3656
Email: dnielson@state.mt.us

NC

Program Component: NC Annual Testing Program
Subject: High School Comprehensive Test
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Writing
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Question 3.0 Program components and contact persons.

State

NC

Program Component: NC Annual Testing Program
Subject: Social Studies (ELPS 9, US History 11)
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Science (Physical Science 9, Biology 10, Chemistry 11, Physics 12)
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Tests of Computer Skills
Subject: Computer Skills
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemore@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Mathematics
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: Norm-Referenced Testing
Subject: Reading, Language, Mathematics
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemore@dpi.state.nc.us

Program Component: NC Testing Program - Competency Testing
Subject:
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Reading
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

ND

Program Component: TerraNova and Test of Cognitive Skills, second edition
Subject: TerraNova
Contact(s): Gaylynn L. Becker
Phone: (701) 328-2755
Email: gbecker@mail.dpi.state.nd.us

NE

Program Component: No State Assessments 1998-99
Subject:
Contact(s):
Phone:
Email:

Question 3.0 Program components and contact persons.

State

NH

Program Component: NH Educational Improvement and Assessment Program
Subject: English Language Arts
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Program Component: NH Educational Improvement and Assessment Program
Subject: Science
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Program Component: NH Educational Improvement and Assessment Program
Subject: Social Studies
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Program Component: NH Educational Improvement and Assessment Program
Subject: Mathematics
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

NJ

Program Component: Grade 11 High School Proficiency Test
Subject: Reading
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Program Component: Grade Eight Proficiency Assessment
Subject: Mathematics
Contact(s): Stacy Shack
Phone: 609/ 777-3672
Email: sshack@doe.state.nj.us

Program Component: Grade Eight Proficiency Assessment
Subject: Language Arts Literacy
Contact(s): Stacy Shack
Phone: 609/ 777-3672
Email: sshack@doe.state.nj.us

Program Component: Grade 11 High School Proficiency Test
Subject: Mathematics
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Program Component: Grade 11 High School Proficiency Test
Subject: Writing
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Question 3.0 Program components and contact persons.

State

NM

Program Component: NM High School Competency Exam
Subject: Language Arts
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Reading
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Mathematics
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Science
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Written Composition
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM Writing Assessment Program
Subject: Writing Assessment
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Reading
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Language Arts
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Science
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Question 3.0 Program components and contact persons.

State

NM

Program Component: NM Achievement Assessment
Subject: Mathematics
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Social Studies
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Social Studies
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

Program Component: Reading Assessment for Grades 1 and 2
Subject: Reading Proficiency
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email:

NV

Program Component: Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult
Subject: Writing
Contact(s): Joan Taylor
Phone: 775/687-9131
Email: joantay@nvbell.net

Program Component: High School Proficiency Examination
Subject: Reading, Writing, and Mathematics
Contact(s): Thomas W. Klein
Phone: 775-687-9184
Email:

Program Component: Norm-Referenced Testing at Grades 4, 8, and 10
Subject: Reading, Language, Math, Science
Contact(s): Paul LaMarca
Phone: 775-687-9135
Email: plamarca@nsn.k12.nv.us

NY

Program Component: Second Language Proficiency Exams
Subject: Latin
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Food and Nutrition
Contact(s):
Phone:
Email:

Question 3.0 Program components and contact persons.

State

NY

Program Component: Occupational Education Proficiency Examinations
Subject: Clothing/Textiles
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Business Analysis/Computer Applications
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: US History
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Social Studies - Global Studies
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Science
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Mathematics
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Writing
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Health Occupations
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: Spanish
Contact(s):
Phone:
Email:

Question 3.0 Program components and contact persons.

State

NY

Program Component: Occupational Education Proficiency Examinations
Subject: Intro. To Occupations
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: Italian
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: German
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: French
Contact(s):
Phone:
Email:

Program Component: Program Evaluation Tests (PET)
Subject: Social Studies
Contact(s):
Phone:
Email:

Program Component: New York State Testing Program
Subject: Mathematics
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Reading
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Italian
Contact(s):
Phone:
Email:

Program Component: New York State Testing Program
Subject: English Language Arts
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Question 3.0 Program components and contact persons.

State

NY

Program Component: Regents Examination Program
Subject: Earth Science
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Chemistry
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Biology
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Mathematics
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: English
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Latin
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Housing and Environment
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Spanish
Contact(s):
Phone:
Email:

Program Component: Pupil Evaluation Program (PEP)
Subject: Writing
Contact(s):
Phone:
Email:

Question 3.0 Program components and contact persons.

State

NY

Program Component: Regents Examination Program
Subject: Hebrew
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: German
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: French
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Global Studies
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: US History/Government
Contact(s):
Phone:
Email:

Program Component: Program Evaluation Tests (PET)
Subject: Science
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Human Development
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Physics
Contact(s):
Phone:
Email:

OH

Program Component: 12th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State

OH

Program Component: 12th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State

OH

Program Component: 12th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State

OH **Program Component:** 4th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.state.oh.us

OK **Program Component:** Oklahoma Core Curriculum Tests - Writing
Subject: Writing Performance Test
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests - Multiple Choice
Subject: Oklahoma Core Curriculum Multiple Choice in Mathematics, Reading, Science, U.S. History/Const./Govt., Geography, Arts, Oklahoma History (Grade 11 only)
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills
Subject: COMPOSITE for Reading, Language, Mathematics, Social Studies, Science, Sources of Information
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

OR **Program Component:** Reading, Writing, and Mathematics Assessment
Subject: Reading
Contact(s): Steve Slater
Phone: 503-378-5585 ext. 265
Email: steve.slater@state.or.us

Program Component: Reading, Writing, and Mathematics Assessment
Subject: Mathematics
Contact(s): Steve Slater
Phone: 503-378-5585 ext. 265
Email: steve.slater@state.or.us

PA **Program Component:** Math Assessment
Subject: Mathematics
Contact(s): Lee Plempel, James Masters
Phone: 717-787-4234
Email: jmasters@state.pa.us

Program Component: Reading Assessment
Subject: Reading
Contact(s): Lee Plempel, Mary Emminger
Phone: 717-787-4234
Email: memminger@state.pa.us

Question 3.0 Program components and contact persons.

State

PA
Program Component: Writing Assessment
Subject: Writing
Contact(s): Lee Plempel, Andrea Martine
Phone: 717-787-4234
Email: amartine@state.pa.us

PR
Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: English
Contact(s): Isidra Albino
Phone: 787-754-6164
Email: albino_l@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Science
Contact(s): Isidra Albino
Phone: 787-754-6164
Email: albino_l@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Mathematics
Contact(s): Isidra Albino
Phone: 787-754-6164
Email: albino_l@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Spanish
Contact(s): Isidra Albino
Phone: 787-754-6164
Email: albino_l@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Social Studies
Contact(s): Isidra Albino
Phone: 787-754-6164
Email: albino_l@de.prstar.net

RI
Program Component: Writing Performance Assessment
Subject: Writing Performance Assessment
Contact(s): Mary Ann Snider
Phone: 401 222 4600 X.2112
Email: masnider@ride.ri.net

Program Component: English Language Arts and Math Performance Assessment
Subject: Mathematics
Contact(s): Ellen Hedlund, Ph.D.
Phone: 401 222 4600 X. 2111
Email: ehedlund@ride.ri.net

Program Component: Health Education Performance Assessment
Subject: Health Education
Contact(s): Cynthia Y. Corbridge
Phone: 401 222 4600 X. 2106
Email: cynthiac@ride.ri.net

Question 3.0 Program components and contact persons.

State

RI

Program Component: English Language Arts and Math Performance Assessment (New Standards Reference Exams)
Subject: English Language Arts
Contact(s): Ellen Hedlund, Ph.D.
Phone: 401 222 4600 X. 2111
Email: ehedlund@ride.ri.net

SC

Program Component: Readiness Test
Subject: Readiness - Integrated
Contact(s): Elizabeth Jones
Phone: 803/734-8498
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests
Subject: Exit Reading
Contact(s): Elizabeth Jones
Phone: 803-734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests
Subject: Exit Mathematics
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Norm Referenced Tests - TerraNova
Subject: Short Battery
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests
Subject: PACT Mathematics
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests
Subject: PACT ELA
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests
Subject: Exit Writing - All but # tested is for all subjects together
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

SD

Program Component: Stanford Writing Assessment, Third Edition
Subject:
Contact(s): Gary Skoglund
Phone: 605/ 733-5229
Email: gary.skoglund@state.sd.us

Question 3.0 Program components and contact persons.

State

SD
Program Component: Stanford Achievement Test, Ninth Edition
Subject: Reading, Language, Math, Science, Social Studies
Contact(s): Gary Skoglund
Phone: 605/ 733-5229
Email: gary.skoglund@state.sd.us

TN
Program Component: High School End of Course
Subject: Pre-Algebra
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: bbrown@mail.state.tn.us

Program Component: Competency Test
Subject: Math & Language Arts
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: TCAP Writing Assessment
Subject: Writing (4, 7, 11)
Contact(s): Freddie Summers
Phone: 615/532-1249
Email: fsummers@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra II
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: Achievement Test - NRT
Subject: Math, Language, Reading, Science, Social Studies
Contact(s): Dr. Benjamin Brown
Phone: 615/532-4770
Email: bbrown@mail.state.tn.us

Program Component: High School End of Course
Subject: Geometry
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra I
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Math for Technology
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Question 3.0 Program components and contacts persons.

State

TX

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Social Studies
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Reading
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: Science
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Writing
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and end-of-course tests
Subject: TAAS Math
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: Kcruse@tmail.tea.state.tx.us

UT

Program Component: Core Assessment CRT Program
Subject: Reading/Language Arts
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

Program Component: Norm-Referenced Testing
Subject: Math, Science, Reading
Language Arts, Social Science
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

Program Component: Core Assessment CRT Program
Subject: Math
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

Question 3.0 Program components and contact persons.

State

UT

Program Component: Core Assessment Program
Subject: Science
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

VA

Program Component: Virginia State Assessment NRT Program
Subject: Reading
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Mathematics
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Computer/Technology
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Virginia State Assessment NRT Program
Subject: Mathematics
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Virginia State Assessment NRT Program
Subject: Language Arts
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Standards of Learning (SOL) Assessment Program
Subject: History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Virginia Literacy Testing Program
Subject: Mathematics
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va.us

Question 3.0 Program components and contact persons.

State

VA

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History to 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course US History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History from 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Literacy Passport Testing Program
Subject: Reading Comprehension
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va..us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Math End of Course Tests
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Writing
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: English: Reading/Lit, Research
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Literacy Passport Testing Program
Subject: Writing
Contact(s): Shelley Loving-Ryder
Phone: 804/225/2102
Email: sryder@pen.k12.va.us

Question 3.0 Program components and contact persons.

State		
VI	**Program Component:**	Terra Nova Assessments Series
	Subject:	Language Arts
	Contact(s):	Dr. Luis R. Esquilin
	Phone:	(340) 774-0100 x 3159
	Email:	lesquilin@sttj.k12.vi.us
	Program Component:	Terra Nova Assessments Series
	Subject:	Reading
	Contact(s):	Dr. Luis R. Esquilin
	Phone:	(340) 774-0100 x 3159
	Email:	lesquilin@sttj.k12.vi.us
	Program Component:	Terra Nova Assessments Series
	Subject:	Science
	Contact(s):	Dr. Luis R. Esquilin
	Phone:	(340) 774-0100 x 3159
	Email:	lesquilin@sttj.k12.vi.us
	Program Component:	Terra Nova Assessments Series
	Subject:	Mathematics
	Contact(s):	Dr. Luis R. Esquilin
	Phone:	(340) 774-0100 x 3159
	Email:	lesquilin@sttj.k12.vi.us
	Program Component:	Terra Nova Assessments Series
	Subject:	Social Studies
	Contact(s):	Dr. Luis R. Esquilin
	Phone:	(340) 774-0100 x 3159
	Email:	lesquilin@sttj.k12.vi.us
VT	**Program Component:**	Standard's Referenced Exams (NSRE and VT Assmt)
	Subject:	Science
	Contact(s):	Elaine P. Grainger
	Phone:	(802) 828-3115
	Email:	egrainger@doe.state.vt.us
	Program Component:	Standard's Referenced Exams (NSRE and VT Assmt)
	Subject:	Mathematics
	Contact(s):	Elaine P. Grainger
	Phone:	(802) 828-3115
	Email:	egrainger@doe.state.vt.us
	Program Component:	Standard's Referenced Exams (NSRE and VT Assmt)
	Subject:	English Language Arts
	Contact(s):	Elaine P. Grainger
	Phone:	(802) 828-3115
	Email:	egrainger@doe.state.vt.us
	Program Component:	Vermont Developmental Reading Assessment
	Subject:	Reading Accuracy and Comprehension
	Contact(s):	Elaine P. Grainger
	Phone:	(802) 828-3115
	Email:	egrainger@doe.state.vt.us

Question 3.0 Program components and contact persons.

State		
WA	**Program Component:**	Washington Assessment of Student Learning
	Subject:	Mathematics
	Contact(s):	Beverly Neitzel
	Phone:	360.586.0518
	Email:	bneitzel@ospi.wednet.edu
	Program Component:	Norm Referenced Testing
	Subject:	Reading
	Contact(s):	Bob Silverman
	Phone:	360-664-0655
	Email:	bobs@ospi.wednet.edu
	Program Component:	Norm Referenced Testing
	Subject:	Mathematics
	Contact(s):	Bob Silverman
	Phone:	360-664-0655
	Email:	bobs@ospi.wednet.edu
	Program Component:	Norm Referenced Testing
	Subject:	Language Arts
	Contact(s):	Bob Silverman
	Phone:	360-664-0655
	Email:	bobs@ospi.wednet.edu
	Program Component:	Washington Assessment of Student Learning
	Subject:	Reading
	Contact(s):	Lesley Thompson
	Phone:	360.586.0516
	Email:	lthompson@ospi.wednet.edu
	Program Component:	Second Grade Reading
	Subject:	Reading
	Contact(s):	Lesley Thompson
	Phone:	360.586.0516
	Email:	lthompson@ospi.wednet.edu
	Program Component:	Washington Assessment of Student Learning
	Subject:	Writing
	Contact(s):	Nikki Elliott-Schuman
	Phone:	360.586-0517
	Email:	nelliott@ospi.wednet.edu
	Program Component:	Washington Assessment of Student Learning
	Subject:	Listening
	Contact(s):	Lesley Thompson
	Phone:	360.586.0516
	Email:	lthompson@ospi.wednet.edu
WI	**Program Component:**	Wisconsin Knowledge and Concepts of Examinations (WKCE) at grades 4, 8, and 10
	Subject:	Reading
	Contact(s):	Marsha Behnke
	Phone:	(608) 267-9283
	Email:	marsha.behnke@dpi.state.wi.us

Question 3.0 Program components and contact persons.

State

WI

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Enhanced Language
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Social Studies
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Science
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Reading Comprehension (WRCT) (assessment of 3rd grade reading)
Subject: Reading Comprehension
Contact(s): Vicki Fredrick
Phone: (608) 267-7268
Email: vicki.fredrick@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Mathematics
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

WV

Program Component: Writing Assessment
Subject: Writing
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Norm-referenced Testing
Subject: Science
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Norm-referenced Testing
Subject: Social Science
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

WY

Program Component: Wyoming Comprehensive Assessment System
Subject: Mathematics
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Question 3.0 Program components and contact persons.

State

WY

Program Component: Wyoming Comprehensive Assessment System
Subject: Reading
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Program Component: Wyoming Comprehensive Assessment System
Subject: Writing
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Program Component: Carl Perkins Assessment
Subject: Vocational
Contact(s): Terri Wigert
Phone: 307/ 777-7708
Email:

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
AK	California Achievement Test, fifth edition		0	0	0	0	0	10000	0	10000	0	0	10000	0	0
	Norm-referenced testing	Language Arts, Mathematics, Reading, Science	0	0	0	0	10000	0	0	0	10000	0	0	10000	0
AL	Alabama Direct Assessment of Writing	Writing	0	0	0	0	0	50,000	0	49,000	0	0	0	0	0
	Alabama High School Graduation Exam	Science	0	0	0	0	0	0	0	0	0	0	42657	0	0
	Alabama High School Graduation Exam	Reading Comprehension	0	0	0	0	0	0	0	0	0	0	43143	0	0
	Alabama High School Graduation Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	43014	0	0
	Alabama High School Graduation Exam	Language	0	0	0	0	0	0	0	0	0	0	43147	0	0
	High School Basic Skills Exit Exam	Language	0	0	0	0	0	0	0	0	0	0	0	51840	13701
	High School Basic Skills Exit Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	0	53558	11684
	High School Basic Skills Exit Exam	Reading	0	0	0	0	0	0	0	0	0	0	0	49017	8636
	Stanford Achievement Test, 9th edition	Total Battery	0	0	0	56209	54316	53171	51378	53857	52274	53022	45449	40463	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
AR	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Mathematics	0	0	0	0	33,397	0	0	0	24,664	0	0	0	0
	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Literacy (Reading and Writing)	0	0	0	0	33,130	0	0	0	24,353	0	0	0	0
	Norm referenced testing	Math	0	0	0	0	0	29,154	0	30,119	0	0	28,994	0	0
	Norm referenced testing	Spelling	0	0	0	0	0	29,167	0	30,163	0	0	28,999	0	0
	Norm referenced testing	Language	0	0	0	0	0	29,129	0	30,047	0	0	28,944	0	0
	Norm referenced testing	Study Skills	0	0	0	0	0	29,146	0	30,131	0	0	28,933	0	0
	Norm referenced testing	Social Studies	0	0	0	0	0	29,131	0	30,139	0	0	28,920	0	0
	Norm referenced testing	Total Reading	0	0	0	0	0	28,667	0	29,974	0	0	28,938	0	0
	Norm referenced testing	Science	0	0	0	0	0	29,158	0	30,151	0	0	28,922	0	0
AS	Stanford Achievement Test-9th Edition Complete Battery	Spelling	0	0	0	957	0	978	0	950	916	0	690	598	541
	Stanford Achievement Test-9th Edition Complete Battery	Language	0	0	0	948	0	975	0	948	912	0	695	595	543
	Stanford Achievement Test-9th Edition Complete Battery	Reading	0	0	0	921	0	983	0	948	916	0	699	597	545
	Stanford Achievement Test-9th Edition Complete Battery	Science	0	0	0	948	0	971	0	947	916	0	686	593	532
	Stanford Achievement Test-9th Edition Complete Battery	Mathematics	0	0	0	973	0	981	0	951	916	0	698	599	543
AZ	Stanford Achievement Test, Ninth Edition	all	0	0	0	59670	59519	59505	60265	59415	56412	56353	49233	40777	35105

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Assessments in Career Education	Food Service and Hospitality	0	0	0	0	0	0	0	0	0	40	87	289	500
	Assessments in Career Education	Computer Science and Information Systems	0	0	0	0	0	0	0	0	0	316	321	950	1129
	Assessments in Career Education	Technology Core	0	0	0	0	0	0	0	0	0	642	129	139	112
	Assessments in Career Education	Agriculture Core	0	0	0	0	0	0	0	0	0	170	1698	1006	601
	Assessments in Career Education	Health Care Level I	0	0	0	0	0	0	0	0	0	147	70	730	822
	CHSPE		0	0	0	0	0	0	0	0	0	0	0	0	0
	GED	Not applicable	0	0	0	0	0	0	0	0	0	0	0	0	0
	Golden State Exams	Coordinated Science	0	0	0	0	0	0	0	0	0	2046	17973	5236	800
	Golden State Exams	Economics	0	0	0	0	0	0	0	0	0	205	359	2322	72377
	Golden State Exams	Geometry	0	0	0	0	0	0	0	86	3191	36282	52540	24848	3828
	Golden State Exams	Government/Civics	0	0	0	0	0	0	0	0	0	191	78	1271	70208
	Golden State Exams	Written Composition	0	0	0	0	0	0	0	0	0	0	0	74738	19241
	Golden State Exams	Biology	0	0	0	0	0	0	0	0		37479	62754	13643	2846
	Golden State Exams	Spanish	0	0	0	0	0	0	0	0	0	12883	37652	30086	69790
	Golden State Exams	Algebra	0	0	0	0	0	0	2	4628	57453	67742	34728	14333	2024
	Golden State Exams	Chemistry	0	0	0	0	0	0	0	0	0	576	26878	45333	5908
	Golden State Exams	Reading and Literature	0	0	0	0	0	0	0	0	0	0	0	3869	35451
	Golden State Exams	U.S. History	0	0	0	0	0	0	0	0	0	71	2275	97613	1933
	Golden State Exams	High School Math	0	0	0	0	0	0	0	9	0	328	3405	16468	15621
	Physical Fitness Test	Physical fitness Test	0	0	0	0	0	346508	0	315594	0	277347	0	0	0
	Standardized Testing and Reporting Program (STAR)	Primary Language	0	0	31771	25631	16425	11506	7561	7203	5694	8242	4751	2415	
	Standardized Testing and Reporting Program (STAR)	Science	0	0	0	0	0	0	0	0	0	404544	368240	316304	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade												
			K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Standardized Testing and Reporting Program (STAR)	Math	0	0	451488	458060	433380	425388	407693	401064	395916	406207	369677	317538	0
	Standardized Testing and Reporting Program (STAR)	Language	0	0	445416	450016	428748	422300	401888	395531	390799	400932	364241	314122	0
	Standardized Testing and Reporting Program (STAR)	Social Science	0	0	0	0	0	0	0	0	0	403834	367362	315722	0
	Standardized Testing and Reporting Program (STAR)	Spelling	0	0	449954	458213	434060	426408	408916	402973	298073	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Reading	0	0	427720	451708	418261	416674	402178	398793	395215	402384	367800	316750	0
CO	Reading, Writing, and Mathematics	Writing	0	0	0	0	54000	0	0	5400	0	0	0	0	0
	Reading, Writing, and Mathematics	Mathematics	0	0	0	0	0	54000	0	0	0	0	0	0	0
	Reading, Writing, and Mathematics	Reading	0	0	0	54000	54000	0	0	54000	0	0	0	0	0
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	0	0	0	0	0	0	0	0	0	0	33739	0	0
	Connecticut Academic Performance Test (CAPT)	Editing	0	0	0	0	0	0	0	0	0	0	33759	0	0
	Connecticut Academic Performance Test (CAPT)	Response to Literature	0	0	0	0	0	0	0	0	0	0	33758	0	0
	Connecticut Academic Performance Test (CAPT)	Interdisciplinary	0	0	0	0	0	0	0	0	0	0	33759	0	0
	Connecticut Academic Performance Test (CAPT)	Science	0	0	0	0	0	0	0	0	0	0	33752	0	0
	Connecticut Mastery Test (CMT)	Reading	0	0	0	0	40402	0	38235	0	37059	0	0	0	0
	Connecticut Mastery Test (CMT)	Mathematics	0	0	0	0	40926	0	38486	0	37105	0	0	0	0
	Connecticut Mastery Test (CMT)	Writing	0	0	0	0	40414	0	38253	0	37093	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
DE	Delaware Student Testing Program - Mathematics NRT	Mathematics (NRT)	0	0	0	8602	0	8752	0	0	8828	0	8362	0	0
	Delaware Student Testing Program - Reading NRT	Reading - NRT	0	0	0	8319	0	8201	0	0	8492	0	7413	0	0
	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics (SB)	0	0	0	8329	0	8182	0	0	8442	0	7363	0	0
	Delaware Student Testing Program - Standards-Based Reading	Reading (SB)	0	0	0	8319	0	8200	0	0	8485	0	7408	0	0
	Delaware Student Testing Program - Standards-Based Writing	Writing (SB)	0	0	0	7806	0	7607	0	0	8038	0	6896	0	0
FL	Florida Comprehensive Assessment Test	Mathematics	0	0	0	0	0	173,073	0	0	161,027	0	131,440	0	0
	Florida Comprehensive Assessment Test	Reading	0	0	0	0	174,895	0	0	0	161,708	0	131,015	0	0
	Florida Writing Assessment Program	Writing	0	0	0	0	175,196	0	0	0	164,043	0	131,988	0	0
	High School Competency Test	Communications	0	0	0	0	0	0	0	0	0	0	0	117,641	0
	High School Competency Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	118,391	0
GA	Georgia High School Graduation Tests (GHSGT)	Social Studies (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	71165	0
	Georgia High School Graduation Tests (GHSGT)	Mathematics (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	71264	0
	Georgia High School Graduation Tests (GHSGT)	Science (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	71155	0
	Georgia High School Graduation Tests (GHSGT)	English/Language Arts (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	71173	0
	Georgia Kindergarten Assessment Program (GKAP-R)	Georgia Kindergarten Assessment Program (GKAP)	97029	0	0	0	0	0	0	0	0	0	0	0	0
	Iowa Tests of Basic Skills, Complete Battery	ITBS	0	0	0	112160	0	105268	0	0	100742	0	0	0	0
	Writing Assessments (Grades 3, 5, 8, 11)	Writing	0	0	0	112542	0	101563	0	0	96509	0	0	79140	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
HI	Credit by Examination	Varied (Foreign Lang., Algebra, Keyboarding													
	Hawaii State Test of Essential Competencies (HSTEC)											1029	10737	2388	844(includes students who were eligible to return.
	Stanford Achievement Test 9th Ed.	Mathematics				14102		12992		12160		11288			
	Stanford Achievement Test 9th Ed.	Reading				14090		12992		12154		11593			
IA	Standardized Testing ITBS and ITED	Mathematics	0	0	0	0	37000	0	0	0	34000	0	0	26000	0
ID	Direct Math Assessment	Math	0	0	0	0	18099	0	0	0	18516	0	0	0	0
	Direct Writing Assessment	Direct Writing Assessment	0	0	0	0	18099	0	0	0	18516	0	0	18924	0
	Norm Referenced Test	Science	na	na	na	17440	na	17469	na	17443	na	18828	na	na	na
	Norm Referenced Test	Social Studies	0	0	0	17440	na	17469	na	17443	na	18828	na	na	na
	Norm-Referenced Test	Mathematics	na	na	na	17535	17346	17906	17452	17287	17909	18721	17986	17060	na
	Norm-Referenced Test	Reading	na	na	na	17847	17868	18094	17755	17527	18124	18949	18157	17240	na
	Norm-Referenced Test	Language Arts	0	0	0	17663	17778	17998	17734	17434	18019	18918	18175	17265	0
IL	Illinois Standards Achievement Test	Mathematics	0	0	0	144,288	0	138,000	NA	0	134,463	0	115,163	0	0
	Illinois Standards Achievement Test	Writing	0	0	0	140,005	0	135,339	NA	0	133,173	0	113,874	0	0
	Illinois Standards Achievement Test	Reading	0	0	0	142,745	0	137,700	NA	0	134,673	0	115,347	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
IN	Statewide Assessment	Mathematics	0	0	0	73277	0	0	67859	0	69319	0	70425	0	0
	Statewide Assessment	English/Language Arts	0	0	0	73277	0	0	67859	0	69319	0	70425	0	0
KS	Kansas Assessment Program--Mathematics	Mathematics	0	0	0	0	36657	0	0	37223	0	0	34571	0	0
	Kansas Assessment Program--Reading	Reading	0	0	0	37069	0	0	0	37325	0	0	34445	0	0
	Kansas Assessment Program--Science	Science is not assessed in 1998-99	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kansas Assessment Program--Social Studies	Social Studies is not assessed in 1998-99	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kansas Assessment Program--Writing	Writing	0	0	0	0	0	36468	0	0	36978	0	34029	0	0
KY	KCCT On-Demand	Arts and Humanities	0	0	0	0	0	46495	0	0	48550	0	0	40519	0
	Alternate Portfolio	Alternate Portfolio	0	0	0	0	301	0	0	0	387	0	0	0	237
	KCCT On-Demand	On-Demand Writing	0	0	0	0	48253	0	0	47789	0	0	0	0	37740
	KCCT On-Demand	Reading	0	0	0	0	48253	0	0	47789	0	0	45741	0	0
	KCCT On-Demand	Science	0	0	0	0	48253	0	0	47789	0	0	0	40519	0
	KCCT On-Demand	Mathematics	0	0	0	0	0	46495	0	0	48550	0	0	40519	0
	KCCT On-Demand	Social Studies	0	0	0	0	0	46495	0	0	48550	0	0	40519	0
	KCCT On-Demand	Practical Living / Vocational Studies	0	0	0	0	0	46495	0	0	48550	0	45741	0	0
	National Norm Reference Test (CTBS/5)	NRT: Reading, Math, Language Arts	0	0	0	51650	0	0	47564	0	0	51393	0	0	0
	Writing Portfolio Assessment	Writing Portfolio	0	0	0	0	48253	0	0	47789	0	0	0	0	37740

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
LA	Graduation Exit Examination	English Language Arts	0	0	0	0	0	0	0	0	0	0	46,032	0	0
	Graduation Exit Examination	Mathematics	0	0	0	0	0	0	0	0	0	0	45,929	0	0
	Graduation Exit Examination	Written Composition	0	0	0	0	0	0	0	0	0	0	44,483	0	0
	Graduation Exit Examination	Science	0	0	0	0	0	0	0	0	0	0	0	41,317	0
	Graduation Exit Examination	Social Studies	0	0	0	0	0	0	0	0	0	0	0	41,295	0
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	Mathematics	0	0	0		57,584				54,844	0	0	0	0
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	English Language Arts	0	0	0		57,612				54,981	0	0	0	0
	Norm-referenced Testing Program	Complete battery	0	0	0	50,669		47,997	49,315	51,206		48,642			0
MA	Massachusetts Comprehensive Assessment System (MCAS)	History and Social Science	0	0	0	0	0	0	0	0	71269	0	0	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	English Language Arts	0	0	0	0	76137	0	0	0	70236	0	59825	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	Science & Technology	0	0	0	0	77003	0	0	0	71311	0	61203	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	0	0	0	0	77007	0	0	0	71326	0	61261	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
MD	High School Assessments (Development during 1998-1999 School Year)	High School Assessments were developed in the 1998-1999 school year. No students were tested in that year.	0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland Functional Tests (Maryland Writing Test)	Writing (98,500 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland Functional Tests (Mathematics)	Mathematics (144,500 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland Functional Tests (Reading)	Reading (95,500 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland School Performance Assessment Program	Writing	0	0	0	64,505	0	62,781	0	0	57,056	0	0	0	0
	Maryland School Performance Assessment Program	Language Usage	0	0	0	61,427	0	59,075	0	0	56,243	0	0	0	0
	Maryland School Performance Assessment Program	Mathematics	0	0	0	63,216	0	62,506	0	0	57,714	0	0	0	0
	Maryland School Performance Assessment Program	Science	0	0	0	64,106	0	62,410	0	0	57,425	0	0	0	0
	Maryland School Performance Assessment Program	Social Studies	0	0	0	64,823	0	62,725	0	0	58,433	0	0	0	0
	Maryland School Performance Assessment Program	Reading	0	0	0	60,483	0	57,307	0	0	54,561	0	0	0	0
ME	Maine Educational Assessment	Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing	0	0	0	0	15784	0	0	0	15753	0	0	12599	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
MI	Grade 4 and 7 Reading and Mathematics	Mathematics	0	0	0	0	125725	0	0	123091	0	0	0	0	0
	Grade 4 and 7 Reading and Mathematics	Reading	0	0	0	0	125680	0	0	123095	0	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Science	0	0	0	0	0	121847	0	0	120457	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Social Studies	0	0	0	0	0	120608	0	0	120711	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Writing	0	0	0	0	0	120694	0	0	119395	0	0	0	0
	MEAP High School Test	Reading	0	0	0	0	0	0	0	0	0	0	0	76330	0
	MEAP High School Test	Social Studies	0	0	0	0	0	0	0	0	0	0	0	81001	0
	MEAP High School Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	75703	0
	MEAP High School Test	Science	0	0	0	0	0	0	0	0	0	0	0	75365	0
	MEAP High School Test	Writing	0	0	0	0	0	0	0	0	0	0	0	73111	0
MN	Basic Standards Mathematics	math grade 8	0	0	0		0	0	0	0	65,362	0	0	0	0
	Basic Standards Reading	reading grade 8	0	0	0		0	0	0	0	65409	0	0	0	0
	Basic Standards Writing	writing grade 10	0	0	0	0	0	0	0	0	0	0	63112	0	0
	Minnesota Comprehensive Assessments	math grades 3-5	0	0	0	61654	0	61075	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Reading grades 3-5	0	0	0	61713	0	61941	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	writing grade 5	0	0	0	0	0	61047	0	0	0	0	0	0	0
MO	MAP	Social Studies	0	0	0	0	52902	0	0	0	51732	0	0	38475	0
	MAP	Mathematics	0	0	0	68404	0	0	0	0	67220	0	59439	0	0
	MAP	Science	0	0	0	69194	0	0	0	67555	0	0	59012	0	0
	MAP	Communication Arts	0	0	0	691030	0	0	0	67547	0	0	50498	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MS	Career Planning and Assessment System	Occupational Specific Assessments	0	0	0	0	0	0	0	0	0	0	0	0	6,863
	Career Planning and Assessment System	ACT WorKeys	0	0	0	0	0	0	0	0	0	0	0	0	11,505
	Functional Literacy Examination (high school exit exam)	Basic Skills - High Sch Exit Exam	0	0	0	0	0	0	0	0	0	0	0	33679 (total 11-12)	0
	Norm-Referenced Testing	ITBS Survey Battery(R,M,LA)	0	0	0	0	37870	37272	38415	38273	38174	38098	0	0	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	Biology (Primarily Grade 9)	0	0	0	0	0	0	0	0	0	38,189 (total 9-12)	0	0	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	US History from 1877 (Primarily Grade 11)	0	0	0	0	0	0	0	0	0	0	0	30,882 (total 11-12)	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	Algebra 1 (Primarily Grade 9)	0	0	0	0	0	0	0	0	0	34,691 (total 8-12)	0	0	0
MT	Student Assessment Requirement	Social Studies	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Reading	0	0	0	0	11350	0	0	0	12000	0	0	10350	0
	Student Assessment Requirement	Math	0	0	0	0	11500	0	0	0	12250	0	0	10700	0
	Student Assessment Requirement	Science	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Language Arts	0	0	0	0	11350	0	0	0	12000	0	0	10250	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NC	NC Annual Testing Program	Writing	0	0	0	0	96,649	0	0	90,921	0	0	81,563	0	0
	NC Annual Testing Program	High School Comprehensive Test	0	0	0	0	0	0	0	0	0	0	75,470	0	0
	NC Annual Testing Program	Mathematics	0	0	0	100,911	98,393	95,258	93,841	92,000	90,397	87,449	60,413	48,957	0
	NC Annual Testing Program	Science (Physical Science 9, Biology 10, Chemistry 11, Physics 12)	0	0	0	0	0	0	0	0	0	66,838	76,950	41,262	11,223
	NC Annual Testing Program	Reading	0	0	0	100,415	97,914	94,807	93,607	91,872	90,331	89,775	0	0	0
	NC Annual Testing Program	Social Studies (ELPS 9, US History 11)	0	0	0	0	0	0	0	0	0	77,740	0	69,701	0
	NC Testing Program - Competency Testing		0	0	0	0	0	0	0	0	0	0	0	0	0
	NC Tests of Computer Skills	Computer Skills	0	0	0	0	0	0	0	0	90906	0	0	0	0
	Norm-Referenced Testing	Reading, Language, Mathematics	0	0	0	0	0	3000	0	0	3000	0	0	0	0
ND	TerraNova and Test of Cognitive Skills, second edition	TerraNova	0	0	0	0	9277	0	9566	0	9724	0	9767	0	0
NE	No State Assessments 1998-99		0	0	0	0	0	0	0	0	0	0	0	0	0
NH	NH Educational Improvement and Assessment Program	English Language Arts	0	0	0	16358	0	0	16341	0	0	0	13592	0	0
	NH Educational Improvement and Assessment Program	Social Studies	0	0	0	0	0	0	16400	0	0	0	13533	0	0
	NH Educational Improvement and Assessment Program	Mathematics	0	0	0	16627	0	0	16428	0	0	0	13640	0	0
	NH Educational Improvement and Assessment Program	Science	0	0	0	0	0	0	16422	0	0	0	13592	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NJ	Grade 11 High School Proficiency Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade 11 High School Proficiency Test	Writing	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade 11 High School Proficiency Test	Reading	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade Eight Proficiency Assessment	Language Arts Literacy	0	0	0	0	0	0	0	0	87682	0	0	0	0
	Grade Eight Proficiency Assessment	Mathematics	0	0	0	0	0	0	0	0	87922	0	0	0	0
NM	NM Achievement Assessment	Social Studies	0	0	0	0	21382	0	21458	0	21682	0	0	0	0
	NM Achievement Assessment	Reading	0	0	0	0	21382	0	21458	0	21682	0	0	0	0
	NM Achievement Assessment	Language Arts	0	0	0	0	21382	0	21458	0	21682	0	0	0	0
	NM Achievement Assessment	Science	0	0	0	0	21382	0	21458	0	21682	0	0	0	0
	NM Achievement Assessment	Mathematics	0	0	0	0	21382	0	21458	0	21682	0	0	0	0
	NM High School Competency Exam	Language Arts	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM High School Competency Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM High School Competency Exam	Science	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM High School Competency Exam	Written Composition	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM High School Competency Exam	Social Studies	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM High School Competency Exam	Reading	0	0	0	0	0	0	0	0	0	0	19814	0	0
	NM Writing Assessment Program	Writing Assessment	0	0	0	0	21944	0	21803	0	10000	0	0	0	0
	Reading Assessment for Grades 1 and 2	Reading Proficiency	0	26101	25935	0	0	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	0	0	0	0	22,586	0	0	0	20,944	0	0	16,735	9,024
	High School Proficiency Examination	Reading, Writing, and Mathematics	0	0	0	0	0	0	0	0	0	0	0	18876	6746
	Norm-Referenced Testing at Grades 4, 8, and 10	Reading, Language, Math, Science	0	0	0	0	23739	0	0	0	21808	0	20090	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NY	New York State Testing Program	English Language Arts	0	0	0	0	207,245	0		0	187,312	0	0	0	139,559
	New York State Testing Program	Mathematics	0	0	0	0	214,433	0	0	0	192,094	0	0	0	0
	Occupational Education Proficiency Examinations	Business Analysis/Computer Applications	0	0	0	0	0	0	0	0	0	0	0	11,199	0
	Occupational Education Proficiency Examinations	Clothing/Textiles	0	0	0	0	0	0	0	0	0	0	0	1,975	0
	Occupational Education Proficiency Examinations	Health Occupations	0	0	0	0	0	0	0	0	0	0	0	1,783	0
	Occupational Education Proficiency Examinations	Housing and Environment	0	0	0	0	0	0	0	0	0	0	0	1,596	0
	Occupational Education Proficiency Examinations	Human Development	0	0	0	0	0	0	0	0	0	0	0	4,963	0
	Occupational Education Proficiency Examinations	Intro. To Occupations	0	0	0	0	0	0	0	0	0	0	0	61,042	0
	Occupational Education Proficiency Examinations	Food and Nutrition	0	0	0	0	0	0	0	0	0	0	0	9,409	0
	Program Evaluation Tests (PET)	Social Studies	0	0	0	0	0	0	189,352	0	177,621	0	0	0	0
	Program Evaluation Tests (PET)	Science	0	0	0	0	212500	0	0	0	0	0	0	0	0
	Pupil Evaluation Program (PEP)	Writing	0	0	0	0	0	204152	0	0	0	0	0	0	0
	Regents Competency Tests	Social Studies - Global Studies	0	0	0	0	0	0	0	0	0	0	67,228	0	0
	Regents Competency Tests	US History	0	0	0	0	0	0	0	0	0	0	0	51,192	0
	Regents Competency Tests	Mathematics	0	0	0	0	0	0	0	0	0	36803	0	0	0
	Regents Competency Tests	Writing	0	0	0	0	0	0	0	0	0	0	0	27632	0
	Regents Competency Tests	Reading	0	0	0	0	0	0	0	0	0	0	0	27483	0
	Regents Competency Tests	Science	0	0	0	0	0	0	0	0	0	110,489	0	0	0
	Regents Examination Program	German	0	0	0	0	0	0	0	0	0	0	2,391	0	0
	Regents Examination Program	French	0	0	0	0	0	0	0	0	0	0	19778	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade												
			K	1	2	3	4	5	6	7	8	9	10	11	12
NY	Regents Examination Program	US History/Government	0	0	0	0	0	0	0	0	0	0	0	138,953	0
	Regents Examination Program	Hebrew	0	0	0	0	0	0	0	0	0	0	203	0	0
	Regents Examination Program	Italian	0	0	0	0	0	0	0	0	0	0	5572	0	0
	Regents Examination Program	Spanish	0	0	0	0	0	0	0	0	0	0	65,944	0	0
	Regents Examination Program	Physics	0	0	0	0	0	0	0	0	0	0	0	43,661	0
	Regents Examination Program	Latin	0	0	0	0	0	0	0	0	0	0	2294	0	0
	Regents Examination Program	English	0	0	0	0	0	0	0	0	0	0	0	175,572	0
	Regents Examination Program	Mathematics	0	0	0	0	0	0	0	0	0	187,188	129,662	86,794	0
	Regents Examination Program	Biology	0	0	0	0	0	0	0	0	0	0	122,777	0	0
	Regents Examination Program	Chemistry	0	0	0	0	0	0	0	0	0	0	90,366	0	0
	Regents Examination Program	Earth Science	0	0	0	0	0	0	0	0	0	131,564	0	0	0
	Regents Examination Program	Global Studies	0	0	0	0	0	0	0	0	0	0	157,443	0	0
	Second Language Proficiency Exams	Latin	0	0	0	0	0	0	0	0	1093	434	0	0	0
	Second Language Proficiency Exams	Spanish	0	0	0	0	0	0	0	0	41,744	7,469	0	0	0
	Second Language Proficiency Exams	French	0	0	0	0	0	0	0	0	15,210	2,629	0	0	0
	Second Language Proficiency Exams	German	0	0	0	0	0	0	0	0	1603	524	0	0	0
	Second Language Proficiency Exams	Italian	0	0	0	0	0	0	0	0	4578	521	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OH	4th-Grade Proficiency Testing	Science	0	0	0	0	127,927	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Citizenship	0	0	0	0	127,924	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Reading	0	0	0	0	128,843	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Mathematics	0	0	0	0	127,798	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Writing	0	0	0	0	126,828	0	0	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	124,784	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	125,324	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	124,657	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Science	0	0	0	0	0	0	125,870	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	125,974	0	0	0	0	0	0
	9th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	125,553	9,452	4,300	2,181	237
	9th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	126,164	14,508	5,649	2,521	324
	9th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	126,465	26,607	13,898	6,628	1,108
	9th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	126,500	40,031	23,357	12,689	3,420
	9th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	126,378	35,518	8,787	0	0
	12th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	0	0	0	0	98,036
	12th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	0	0	0	0	97,479
	12th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	0	0	0	0	98,352
	12th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	0	0	0	0	97,893
	12th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	0	0	0	0	97,975

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OK	Iowa Tests of Basic Skills	COMPOSITE for Reading, Language, Mathematics, Social Studies, Science, Sources of Information	0	0	0	43756	0	0	0	43060	0	0	0	0	0
	Oklahoma Core Curriculum Tests - Multiple Choice	Oklahoma Core Curriculum Multiple Choice in Mathematics, Reading, Science, U.S. History/Const./Govt., Geography, Arts, Oklahoma History (Grade 11 only)	0	0	0	0	0	44948	0	0	46161	0	0	38990	0
	Oklahoma Core Curriculum Tests - Writing	Writing Performance Test	0	0	0	0	0	45037	0	0	45973	0	0	38866	0
OR	Reading, Writing, and Mathematics Assessment	Mathematics	0	0	0	39995	0	39290	0	0	40130	0	37067	0	0
	Reading, Writing, and Mathematics Assessment	Reading	0	0	0	38623	0	38749	0	0	39699	0	36775	0	0
PA	Math Assessment	Mathematics	0	0	0	0	0	131523	0	0	128982	0	0	109526	0
	Reading Assessment	Reading	0	0	0	0	0	130563	0	0	128205	0	0	108214	0
	Writing Assessment	Writing	0	0	0	0	0	0	120220	0	0	115803	0	0	0
PR	Prueba Puertorriquena de Competencias Escolares	Science	0	0	0	49471	0	0	47509	0	0	40562	0	0	0
	Prueba Puertorriquena de Competencias Escolares	Spanish	0	0	0	49748	0	0	47688	0	0	41048	0	34531	0
	Prueba Puertorriquena de Competencias Escolares	Mathematics	0	0	0	49672	0	0	47621	0	0	40899	0	34260	0
	Prueba Puertorriquena de Competencias Escolares	English	0	0	0	49686	0	0	47680	0	0	40974	0	34498	0
	Prueba Puertorriquena de Competencias Escolares	Social Studies	0	0	0	49242	0	0	47315	0	0	40210	0	31335	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
RI	English Language Arts and Math Performance Assessment	Mathematics	0	0	0	0	11808	0	0	0	10943	0	9398	0	0
	English Language Arts and Math Performance Assessment (New Standards Reference Exams)	English Language Arts	0	0	0	0	11784	0	0	0	10920	0	9691	0	0
	Health Education Performance Assessment	Health Education	0	0	0	0	0	11421	0	0	0	10229	0	0	0
	Writing Performance Assessment	Writing Performance Assessment	0	0	0	12468	0	0	0	11343	0	0	9618	0	0
SC	Criterion Referenced Tests	PACT ELA	0	0	0	47,287	51,628	49,869	49,857	50,373	48,959	0	0	0	0
	Criterion Referenced Tests	PACT Mathematics	0	0	0	47,492	51,900	50,146	49,850	50,282	48,769	0	0	0	0
	Criterion Referenced Tests	Exit Mathematics	0	0	0	0	0	0	0	0	0	0	40,355	8,882	1,932
	Criterion Referenced Tests	Exit Writing - All but # tested is for all subjects together	0	0	0	0	0	0	0	0	0	0	38,617	6,470	1,512
	Criterion Referenced Tests	Exit Reading	0	0	0	0	0	0	0	0	0	0	40,124	6,950	1,177
	Norm Referenced Tests - TerraNova	Short Battery	0	0	0	7,024	0	0	7,378	0	0	7,051	0	0	0
	Readiness Test	Readiness - Integrated	0	52,611	0	0	0	0	0	0	0	0	0	0	0
SD	Stanford Achievement Test, Ninth Edition	Reading, Language, Math, Science, Social Studies	0	0	10629	0	11008	0	0	0	11465	0	0	9952	0
	Stanford Writing Assessment, Third Edition		0	0	0	0	0	10,973	0	0	0	11,316	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
TN	Achievement Test - NRT	Math, Language, Reading, Science, Social Studies	0	0	0	70720	69029	67193	65070	65539	64034	0	0	0	0
	Competency Test	Math & Language Arts	0	0	0	0	0	0	0	0	0	105531	40885	24872	14403
	High School End of Course	Algebra II	0	0	0	0	0	0	0	0	0	36683	0	0	0
	High School End of Course	Pre-Algebra	0	0	0	0	0	0	0	0	0	25,450	0	0	0
	High School End of Course	Algebra I	0	0	0	0	0	0	0	0	0	53,444	0	0	0
	High School End of Course	Geometry	0	0	0	0	0	0	0	0	0	38739	0	0	0
	High School End of Course	Math for Technology	0	0	0	0	0	0	0	0	0	8326	0	0	0
	TCAP Writing Assessment	Writing (4, 7, 11)	0	0	0	0	67275	0	0	63073	0	0	0	47864	0
TX	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	TAAS Math	0	0	0	270208	261833	260783	265514	268437	263165	0	228260	28274	10894
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Reading	0	0	0	265393	257375	257993	263390	265852	263658	0	226830	14468	4692
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Social Studies	0	0	0	0	0	0	0	0	264062	0	0	0	0
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Science	0	0	0	0	0	0	0	0	261508	0	0	0	0
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Writing	0	0	0	0	251828	0	0	0	259103	0	228538	15848	4909
UT	Core Assessment CRT Program	Reading/Language Arts	0	33637	33328	33951	33281	33569	32644	0	0	0	0	0	0
	Core Assessment CRT Program	Math	0	34050	33436	34046	32463	33495	3[illegible]385	0	0	0	0	0	0
	Core Assessment Program	Science	0	28235	27978	27854	27040	27608	25850	0	0	0	0	0	0
	Norm-Referenced Testing	Math, Science, Reading Language Arts, Social Science	0	0	0	0	0	33823	0	0	34053	0	0	32934	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
VA	Literacy Passport Testing Program	Reading Comprehension	0	0	0	0	0	0	0	0	5,488	2,408	1,370	1,037	343
	Literacy Passport Testing Program	Writing	0	0	0	0	0	0	0	0	4,924	2,254	1,341	952	364
	Standards of Learning (SOL) Assessment Program	Science	0	0	0	87093	0	81218	0	0	80466	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course World History from 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	32834
	Standards of Learning (SOL) Assessment Program	History	0	0	0	87172	0	127649	0	0	107475	0	0	0	0
	Standards of Learning (SOL) Assessment Program	Mathematics	0	0	0	87338	0	81262	0	0	85274	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course Science	0	0	0	0	0	0	0	0	0	0	ES 59039	BIO 76300	CHEM 43811
	Standards of Learning (SOL) Assessment Program	English: Reading/Lit, Research	0	0	0	80946	0	80206	0	0	79078	0	0	57609	0
	Standards of Learning (SOL) Assessment Program	Writing	0	0	0	86789	0	80547	0	0	79787	0	0	57238	0
	Standards of Learning (SOL) Assessment Program	Math End of Course Tests	0	0	0	0	0	0	0	0	0	0	Alg I 72943	Geom 53504	Alg II 44269
	Standards of Learning (SOL) Assessment Program	End of Course World History to 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	44653
	Standards of Learning (SOL) Assessment Program	Computer/Technology	0	0	0	0	0	81105	0	0	79761	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course US History	0	0	0	0	0	0	0	0	0	0	0	0	61307
	Virginia Literacy Testing Program	Mathematics	0	0	0	0	0	0	81,398	9,491	5,342	2,316	1,396	903	333
	Virginia State Assessment NRT Program	Reading	0	0	0	0	79226	0	77195	0	0	80971	0	0	0
	Virginia State Assessment NRT Program	Mathematics	0	0	0	0	80899	0	78448	0	0	80061	0	0	0
	Virginia State Assessment NRT Program	Language Arts	0	0	0	0	80642	0	78606	0	0	81279	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
VI	Terra Nova Assessments Series	Science	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Mathematics	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Social Studies	0	0	0	0	0	1557	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Reading	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Language Arts	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Science	0	0	0	0	0	0	7621	0	0	0	0	0	0
	Standard's Referenced Exams (NSRE and VT Assmt)	Mathematics	0	0	0	0	7881	0	0	0	7602	0	6204	0	0
	Standard's Referenced Exams (NSRE and VT Assmt)	English Language Arts	0	0	0	0	7595	0	0	0	7451	0	6207	0	0
	Vermont Developmental Reading Assessment	Reading Accuracy and Comprehension	0	0	7557	0		0	0	0		0		0	0
WA	Norm Referenced Testing	Reading	0	0	0	0	74007	0	0	0	71390	0	0	55598	0
	Norm Referenced Testing	Language Arts	0	0	0	0	0	0	0	0	70511	0	0	0	0
	Norm Referenced Testing	Mathematics	0	0	0	0	73162	0	0	0	69796	0	0	56094	0
	Second Grade Reading	Reading	0	0	77493	0	0	0	0	0	0	0	0	0	0
	Washington Assessment of Student Learning	Writing	0	0	0	0	72781	0	0	69729	0	0	60742	0	0
	Washington Assessment of Student Learning	Reading	0	0	0	0	74199	0	0	71775	0	0	63040	0	0
	Washington Assessment of Student Learning	Mathematics	0	0	0	0	74670	0	0	72556	0	0	65270	0	0
	Washington Assessment of Student Learning	Listening	0	0	0	0	74643	0	0	72049	0	0	64138	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Social Studies	0	0	0	0	61639	0	0	0	65423	0	64019	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Science	0	0	0	0	61639	0	0	0	65423	0	64022	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Enhanced Language	0	0	0	0	64019	0	0	0	65423	0	60355	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics	0	0	0	0	61639	0	0	0	65423	0	64022	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE) at grades 4, 8, and 10	Reading	0	0	0	0	60355	0	0	0	65423	0	64019	0	0
	Wisconsin Reading Comprehension (WRCT) (assessment of 3rd grade reading)	Reading Comprehension	0	0	0	57811	0	0	0	0	0	0	0	0	0
WV	Norm-referenced Testing	Social Science	0	0	0	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Norm-referenced Testing	Science	0	0	0	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Writing Assessment	Writing	0	0	0	0	18000	0	0	0	19000	0	20000	0	0
WY	Carl Perkins Assessment	Vocational	0	0	0	0	0	0	0	0	0	782	943	1304	1269
	Wyoming Comprehensive Assessment System	Writing	0	0	0	0	6773	0	0	0	7719	0	0	7019	0
	Wyoming Comprehensive Assessment System	Reading	0	0	0	0	6773	0	0	0	7719	0	0	7019	0
	Wyoming Comprehensive Assessment System	Mathematics	0	0	0	0	6773	0	0	0	7719	0	0	7019	0

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
AK	California Achievement Test, fifth edition	none	none
	Norm-Referenced Testing		
AL	Alabama Direct Assessment of Writing	100%	100%
	Alabama High School Graduation Exam, Third Edition	100%	None
	High School Basic Skills Exit Exam	100	None
	Stanford Achievement Test, 9th edition	0%	0%
AR	Criterion Referenced Testing	100%	100% released to school districts only for use with students and teachers ; not available for use by vendors or by other entities
	Norm Referenced Testing	0	0
AS	Stanford Achievement Test Ninth Edition	none	none
AZ	Stanford Achievement Test, Ninth Edition	0	0
CA	Assessments in Career Education	70%	1% per subject area.
	CHSPE	100%	0%
	GED	0 %	Unknown
	Golden State Exams	Varies	Varies 0% -1%
	Physical Fitness Test	8 %	100%
	Standardized Testing and Reporting Program (STAR)	25% of augmented STAR items 0% of Stanford 9	Currently none
CO	Reading, Writing, and Mathematics	25%	25%
CT	Connecticut Academic Performance Test (CAPT)	100%	60%
	Connecticut Mastery Test (CMT)	90% when a form change is made, usually every 2 years	Writing prompts are released each year. 100% are released when a form change is made, usually every 2 years.
DE	Delaware Student Testing Program - Mathematics NRT	None	None
	Delaware Student Testing Program - Reading NRT	None	None

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
DE	Delaware Student Testing Program - Standards-Based Mathematics	17%	8%
	Delaware Student Testing Program - Standards-Based Reading	Approximately 30%	Approximately 30%
	Delaware Student Testing Program - Standards-Based Writing	67%. The stand-alone writing prompts are changed each year. The text-based writing prompts are not.	67%. The stand-alone writing prompts are released each year.
FL	Florida Comprenensive Assessment Test	60-70%	0%
	Florida Writing Assessment Program	100%	100%
	High School Competency Test	25%	0%
GA	Georgia High School Graduation Tests (GHSGT)	90% of GHSGT items are changed each year.	None of the test items are released at this time.
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)	0	Test items remain constant
	Iowa Tests of Basic Skills, Complete Battery	None	None
	Writing Assessments (Grades 3, 5, 8, 11)	100%	0
HI	Credit by Examination	None	None
	Hawaii State Test of Essential Competencies	None	None
	Stanford Achievement Test 8th Ed.	None	None
IA	Standardized Testing ITBS and ITED	NA	NA
ID	Math Assessment	100%	100%
	Norm Referenced	None	None
	Writing Assessment	100%	100%
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	This is the first year with all new items.	Writing-all are released; reading-one complete passage and 20 items per grade; mathematics-10-15 items per grade.
IN	Statewide Assessment	30%	
KS	Kansas Assessment Program	25%	None
KY	Alternate Portfolio	Not Applicable	Not Applicable

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
KY	KCCT On-Demand	20% of the Open Response and Multiple Choice	15% of the Open Response and Multiple Choice
	National Norm Reference Test	None	None
	Writing Portfolio Assessment	Not Applicable	Not Applicable
LA	Graduation Exit Examination	Approximately 40% of the items are changed each year.	None of the items on the Exit Exam are released; however, the state plans an annual release of approximately 30% of the items from the new criterion-referenced testing program, beginning Spring 1999.
	Graduation Exit Examination		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	Approximately 30-40% of the items are changed each year.	The state annually releases an annual release of approximately 30% of the items from the new criterion-referenced testing program, beginning Spring 1999.
	Norm-referenced Testing Program	NA	NA
MA	Massachusetts Comprehensive Assessment System (MCAS)	One hundred percent of items used to determine student, school, and district scores are changed each year.	One hundred percent of the items on which student, school, and district scores are based are released each year.
MD	High School Assessments	Not yet determined	Not yet determined
	Maryland Functional Tests	50%	0
	Maryland School Performance Assessment Program	75%	1%
ME	Maine Educational Assessment	Approximately 30% of items change, except in writing which utilizes two new prompts each year.	Items common to all students are released, (approximately 30%)
MI	Grade 4 and 7 Reading and Mathematics	100%	0
	Grade 5 and 8 Science, Social Studies and Writing	80%	100% of writing. 10% of science 10-20% of social studies
	MEAP High School Test	90%	50%
MN	Basic Standards Reading, Mathematics and Writing	90%; 100% for Writing	Reading and Mathematics items are released usually one to two years after they appear on an initial form; 100% for Writing
	Minnesota Comprehensive Assessments	100%	100%
MO	MAP	Roughly 50%	Roughly 50%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
MS	Career Planning and Assessment System	None for most tests, although some vocational specific assessments may be revised if there are major curriculum changes.	None.
	Functional Literacy Examination	New form of test is created from item bank each year.	None
	Norm-Referenced Testing	None in survey battery component; different Riverside performance assessments in Mathematics and Integrated Language Arts are chosen to be administered each year.	None
	Subject Area Testing (end of course)	Tests are created from item bank and equated to previous years.	None
MT	Student Assessment Requirement	None.	None
NC	NC Annual Testing Program	Several forms of the tests are available. The forms administered may vary each year.	For the past two years at least one form or 33.3 percent of the items are released annually.
	NC Testing Program - Competency Testing	0	0
	NC Tests of Computer Skills	0	None
	Norm-Referenced Testing Program	None-commercially developed standardized achievement Test - Form K of the Iowa Tests of Basic Skills (ITBS).	None known
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	None	None
NE	No State Assessments 1998-99		
NH	NH Educational Improvement and Assessment Program	30%	30%
NJ	Grade 11 High School Proficiency Test	50 - 60%	Writing tasks are released - the task is 60% of the writing score.
	Grade Eight Proficiency Assessment	50% - 60%	Complete sample tests for GEPA are posted on the department's website. Similarly, one GEPA open-ended question with a response will be released annually.
NM	NM Achievement Assessment	First administration was 3/98	NA
	NM High School Competency Exam	25% - 30%	None - secure examination

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
NM	NM Writing Assessment Program	100%	Writing prompts are known to all interested parties following test administration.
	Reading Assessment for Grades 1 and 2	District option (LEA chooses instrument to assess proficiency)	District option (LEA decision)
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	100%	Writing prompts are easily recalled by students and teachers and are therefore released each year. Rubrics for the tests are freely distributed to assist writing instruction.
	High School Proficiency Examination	75% of Math and Reading items are changed on each administration. Two new Writing prompts are used on each administration.	Approximately 20% for Reading and Mathematics. 100% for Writing.
	Norm-Referenced Testing at Grades 4, 8, and 10	75% Alternative forms (2) used every other year with approximately 25% unchanged.	0
NY	New York State Testing Program	100%	65%
	Occupational Education Proficiency Examinations	98%	95%
	Program Evaluation Tests (PET)	The essay tests in social studies are changed each year; the objective test components of the science and social studies tests and the manipulative skills test component of the science test are reused without change for a period of years.	0% for gr 4 science, 50% for gr 6 and 8 social studies
	Pupil Evaluation Program (PEP)	New form each year	100%
	Regents Competency Tests	90%	85%
	Regents Examination Program	97%	97%
	Second Language Proficiency Exams	100%	80%
OH	4th-Grade Proficiency Testing	60-70%; 90-100% different from previous years	100% of operational items are released July 1
	6th-Grade Proficiency Testing	60-70%; 90-100% different from previous year	100% of the operational items are released on July 1
	9th-Grade Proficiency Testing	90-100% different from previous year	100% of the operational items are released on July 1
	12th-Grade Proficiency Testing	90-100 % different from previous year	100% of operational items are released July 1

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	0%	0%
	Oklahoma Core Curriculum Tests - Multiple Choice	80%	Sample questions released each year that will not be utilized in future tests.
	Oklahoma Core Curriculum Tests - Writing	100%	Writing prompts are not reused in future assessments.
OR	Reading, Writing, and Mathematics Assessment	60% for Reading, 75% for Writing, 60% for Mathematics Multiple-Choice, and 100% for Mathematics Problem Solving	15% for Reading and Mathematics Multiple-Choice; 50% for Writing; and 100% for Mathematics Problem Solving
PA	Reading, Writing, Mathematics	10%	20%
PR	Prueba Puertorriquena de Competencias Escolares	During the last three years the items have not been changed.	In 1996-97 at least 15% were released.
RI	English Lang. Arts & Math Performance Assessment	None	None, although sample items and practice items are available.
	Health Education Performance Assessment	About 20% – several items are released to the public and school districts each year and used for professional development and as examples of sample items	About 20% – all replaced items are released to the public and school districts
	Writing Performance Assessment	100%	100%
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	All items are changed each year except for the linking items.	none
	Criterion Referenced Tests - PACT grades 3-8	All items are changed each year except for the linking items.	none
	Criterion Referenced Tests - Readiness Test	none	none
	Norm-Referenced Testing	The grade levels will change from year to year. The tests within a grade are the same from year to year.	none
SD	Stanford Achievement Test, Ninth Edition	None	None
	Stanford Writing Assessment Program, Third Edition	100% There is a new prompt each year	None
TN	Achievement Test - NRT	Minimum of 70%	0
	Competency Test	100%	0%
	High School End of Course	100%	0
	TCAP Writing Assessment	100%	100%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	100% of items	100% of items
UT	Core Assessment CRT Program	Currently, tests are revised every 5-6 years when the Core Curriculum is revised. In the near future 80 to 100% of items will change annually as part of HB 33.	None
	Core Curriculum Testing (Perf. Assessment)	0	
	Norm-Referenced Testing	0	
VA	Standards of Learning (SOL) Assessment Program	Approximately 70% of test items on each new test form are unique. It is anticipated that two new forms will be developed and used in each administration.	The Department plans to release a portion of items from the main test form following each spring administration.
	Virginia Literacy Testing Program	Some rotation of previously used test forms. Test forms are always different from those administered in most recent test administrations.	No
	Virginia State Assessment Program NRT Program	0	0
VI	Terra Nova Assessments Series	None	None
VT	Standard's Referenced Exams (NSRE and VT Assmt)	NSRE--about half. All of the multiple choice questions stay the same as they are the basis for the SAT9 estimated score. Vermont Science--0%. Vermont Developmental Reading Assessment-0%	None
	Vermont Developmental Reading Assessment	None	None
WA	Norm Referenced Testing	0	0
	Second Grade Reading	None	All
	Washington Assessment of Student Learning	70%	0%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
WI	Reading Comprehension	100% A new test is developed every year.	100% All test items used are released every year as a new test is developed each year but we administer a linking test in selected districts (approximately 1,000 students) after administration of the regular WRCT. This linking test becomes part of the next year's test.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	100% A new test form is used every year.	None as they belong to our contractor, CTB McGraw-Hill
WV	ACT Explore	None	None
	ACT Work Keys	None	None
	Norm-referenced Testing	None	None, Stanford Achievement test is an off-the-shelf commercial made test
	Writing Assessment	Different prompt each year.	None
WY	Carl Perkins Assessment	Vocational education does not change. It is entirely performance based. Reading, writing, and mathematics assessment will be administered in April of 1999.	Reading, writing, and mathematics state assessment items will be released at a rate of 50% for reading and 10% for math.
	Wyoming Comprehensive Assessment System	See below. In addition to replacing released items, problem items are replaced each year. The total percentage of replaced items ranges between 10-15% each year in each content area.	Approximately 40-50% of the common items in mathematics and reading. The single common writing prompt is released at each grade level. Because we use both matrix and common items, the released items are approximately 10% of the item pool in each subject area.

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
AK	California Achievement Test, fifth edition	NA	
	Norm-Referenced Testing	1995-96	Changed NRT from ITBS to CAT/5
AL	Alabama Direct Assessment of Writing	1999	Time allotted for writing response to the prompt was decreased; Holistic Scoring rubric was revised.
	Alabama High School Graduation Exam, Third Edition	2000	Higher Standards
	High School Basic Skills Exit Exam	1990	Higher standards
	Stanford Achievement Test, 9th edition	1995	
AR	Criterion Referenced Testing	piloted in 1997-98	
	Norm Referenced Testing	NA	New NRT adopted every five years
AS	Stanford Achievement Test Ninth Edition	NA	
AZ	Stanford Achievement Test, Ninth Edition	1995	Revised, rewritten, and renormed
CA	Assessments in Career Education	97-98 first year of administration	N/A
	CHSPE	N/A	
	GED	1988	Content was changed to place a higher emphasis on critical thinking, technology, and situational life problems appropriate for adults. An essay was added to better assess writing skills..
	Golden State Exams	NA	
	Physical Fitness Test	1994-95	This was the year it was selected. Prior year was a different test.
	Standardized Testing and Reporting Program (STAR)	1999-2000	Math test increased from 35 to 50 items for augmented math
CO	Reading, Writing, and Mathematics	NA	
CT	Connecticut Academic Performance Test (CAPT)	1994	Initial implementation
	Connecticut Mastery Test (CMT)	1993	A new generation was introduced
DE	Delaware Student Testing Program - Mathematics NRT	NA	
	Delaware Student Testing Program - Reading NRT	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
DE	Delaware Student Testing Program - Standards-Based Mathematics	NA	
	Delaware Student Testing Program - Standards-Based Reading	NA	
	Delaware Student Testing Program - Standards-Based Writing	NA	
FL	Florida Comprenensive Assessment Test	NA	
	Florida Writing Assessment Program	1992-93	First school year of census assessment. Writing prompts are revised annually.
	High School Competency Test	1994-95	Assessed student performance at a higher skill in mathematics. State provided calculator for math section. Assessed student performance at a higher reading level, using intact passages.
GA	Georgia High School Graduation Tests (GHSGT)	NA	
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)	1997-1998	Administration manual was revised to reflect revised reporting procedure.
	Iowa Tests of Basic Skills, Complete Battery	NA	
	Writing Assessments (Grades 3, 5, 8, 11)	97-98	Curriculum revision led to re-alignment of tests to the revised Quality Core Curriculum (QCC)
HI	Credit by Examination	1993-94	Addition/revision of tests for Pacific Asian languages.
	Hawaii State Test of Essential Competencies	1998-99	Review of test components as they related to state standards with subsequent suspension of the test beginning with the class of 2000.
	Stanford Achievement Test 8th Ed.	SY 1998-99	Grades 3, 5, 7, and 9 were administered the assessment. Previous administrations were administered in grades 3, 6, 8, and 10.
IA	Standardized Testing ITBS and ITED	NA	
ID	Math Assessment	NA	
	Norm Referenced	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
ID	Writing Assessment	1996-97	Changed scoring standards and "push" for writing purpose.
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	1998-99	Change from goal assessment to standards assessment program.
IN	Statewide Assessment	1995	Changed content (applied skills) changed grade levels tested. Changed time of year.
KS	Kansas Assessment Program	1995	Social Studies underwent second pilot; others remained the same.
KY	Alternate Portfolio	NA	
	KCCT On-Demand	NA	
	National Norm Reference Test	NA	
	Writing Portfolio Assessment	NA	
LA	Graduation Exit Examination	1997-98	The Graduation Exit Examination will be replaced by the state's new standards-based assessment program, beginning in Spring 2001. This represents a complete replacement of the entire program.
	Graduation Exit Examination		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	1997-98	The Spring 1999 LEAP 21 tests represent the initial administration of the new standards-based assessments in English and mathematics. These tests have been under development for several years. This represents a complete replacement of the entire program.
	Norm-referenced Testing Program	NA	
MA	Massachusetts Comprehensive Assessment System (MCAS)	na	na
MD	High School Assessments		
	Maryland Functional Tests	NA	
	Maryland School Performance Assessment Program		
ME	Maine Educational Assessment	1998	Redesigned to measure state standards and report in performance levels.
MI	Grade 4 and 7 Reading and Mathematics	Mathematics 1991 and Reading 1989	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
MI	Grade 5 and 8 Science, Social Studies and Writing	1996 for writing and science	Writing test was new in 1996. Science changed from entirely multiple choice to a mix of multiple choice and constructed response. Social studies was new in 1999.
	MEAP High School Test	1997-1998, 1999	Tests were shortened by 1/4 to 1/3 in math and science. One of three writing prompts was eliminated. The reading test was also shortened. Time of year changed. Social Studies was added in 1998-99.
MN	Basic Standards Reading, Mathematics and Writing	NA	
	Minnesota Comprehensive Assessments	1997-98	Initial design.
MO	MAP	NA	
MS	Career Planning and Assessment System	1996-97	CPAS was designed with first usage of ACT WorKeys and piloting of Occupational Specific Assessments in 1996-97.
	Functional Literacy Examination	1988	Last addition to item bank.
	Norm-Referenced Testing	1996-97	Each year new performance assessments are chosen or developed. Note: ITBS/TAP Survey Battery used was normed in 1992.
	Subject Area Testing (end of course)	1995-96	Began pilot administration of tests.
MT	Student Assessment Requirement		NA
NC	NC Annual Testing Program	1992-93	The assessment instruments for the North Carolina Annual Testing Program changed from commercially developed nationally normed-referenced achievements tests to North Carolina-developed stated-normed curriculum based end-of-grade tests in grades 3-8. In addition, as of 1992-93, language as a separate component was no longer assessed.

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
NC	NC Testing Program - Competency Testing	1994-95	New competency tests and standards for entering ninth-graders beginning with the 1994-95 school year. Computer skills tests (multiple choice and performance) were implemented effective with the 1996-97 school year for eighth graders as a graduation (high school) requirement for graduates of 2001 and after.
	NC Tests of Computer Skills	1996-97 initially implemented.	NA
	Norm-Referenced Testing Program	1992-93	NA
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	1997-1998	We used a Test Selection Team consisting of 10 educators from the field and 8 people from the Department to go through a new test selection process.
NE	No State Assessments 1998-99		
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Grade 11 High School Proficiency Test	1993 - 1994	Field tested in 1990. Operational in 1993 at which time 11th graders were required to pass for graduation. Prior to this time, test was administered at the 9th grade level.
	Grade Eight Proficiency Assessment	1997-1999	GEPA test specifications were released in 1998
NM	NM Achievement Assessment	1997-98	Changed from ITBS to CTBS and grade levels from 3,5, 8 to 4, 6, 8.
	NM High School Competency Exam	1996-97	Standard setting aligned exam to new Content Standards and Benchmarks
	NM Writing Assessment Program	1997-98	Change from portfolio assessment to direct, on-demand writing assessment
	Reading Assessment for Grades 1 and 2	1990-91	Local LEA options implemented
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	1) School Year 1998-99 2) School Year 1999-2000	1) Grade 4 analytic trait writing test fully implemented. 2) Rubrics for scoring direct writing assessments updated to be consistent with new state standards and become effective in 2001.

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
NV	High School Proficiency Examination	1994-1995	Changed from Norm to Criterion-Referenced in reading and mathematics. Tests lengthened, standards raised, tests created to reflect required statewide curricula through high school.
	Norm-Referenced Testing at Grades 4, 8, and 10	1995-96	Instrument was introduced/normed
NY	New York State Testing Program	NA	
	Occupational Education Proficiency Examinations	NA	
	Program Evaluation Tests (PET)	NA	
	Pupil Evaluation Program (PEP)	NA	
	Regents Competency Tests	NA	
	Regents Examination Program	1998-99	The content and formats of the Regents examinations are being revised so that they will be fully aligned with the NYS' learning standards.
	Second Language Proficiency Exams	NA	
OH	4th-Grade Proficiency Testing	NA	
	6th-Grade Proficiency Testing	NA	
	9th-Grade Proficiency Testing	NA	
	12th-Grade Proficiency Testing	NA	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	1994-95	Implemented Form K. Previously utilized ITBS/TAP
	Oklahoma Core Curriculum Tests - Multiple Choice	NA	
	Oklahoma Core Curriculum Tests - Writing	NA	
OR	Reading, Writing, and Mathematics Assessment	1995-1996	The Oregon Legislature and the State Board of Education changed the assessment system from a program evaluation to an individual student accountability system.
PA	Reading, Writing, Mathematics	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
PR	Prueba Puertorriquena de Competencias Escolares	1996-97	Some competencies were changed in order to align the test to the standards. Some items were eliminated, others added.
RI	English Lang. Arts & Math Performance Assessment	NA	
	Health Education Performance Assessment	1997-98	The instrument was changed from completely constructed response format to a mixed model which includes multiple-choice items
	Writing Performance Assessment	NA	
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	NA	
	Criterion Referenced Tests - PACT grades 3-8	This was the first year of the test.	ELA and math tests were administered to students in grades 3 - 8. The tests contain both multiple choice and open response items. The ELA tests also include extended response items (one in grades 3 - 5 and two extended response items at grades 6 - 8).
	Criterion Referenced Tests - Readiness Test	NA	
	Norm-Referenced Testing	1999	The NRT was a census test before 1999 with scores returned at the student, school, district, and state levels. In 1999 the NRT was administered to a sample of students in grades 3, 6, and 9 with scores reported at the state level only.
SD	Stanford Achievement Test, Ninth Edition	1997-98	A new SAT9 was released in 1996.
	Stanford Writing Assessment Program, Third Edition	1995	Scoring remained the same but new prompts were developed.
TN	Achievement Test - NRT	1997-98	More emphasis on graphics and higher-order thinking skills and application
	Competency Test	NA	
	High School End of Course	1998-99	development of content standards and performance indicators
	TCAP Writing Assessment	NA	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
UT	Core Assessment CRT Program	NA	
	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing		
VA	Standards of Learning (SOL) Assessment Program	Program implemented spring 1998	
	Virginia Literacy Testing Program	NA	
	Virginia State Assessment Program NRT Program	1997-98	na
VI	Terra Nova Assessments Series	NA	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	NA	
	Vermont Developmental Reading Assessment	NA	
WA	Norm Referenced Testing	NA	
	Second Grade Reading	1997-98	New development
	Washington Assessment of Student Learning	NA	
WI	Reading Comprehension	NA	The conceptual design for the WRCT has remained the same since its conception.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	1995-96	We began our contract with CTB McGraw-Hill.
WV	ACT Explore	NA	
	ACT Work Keys		
	Norm-referenced Testing	1995-96	
	Writing Assessment	NA	
WY	Carl Perkins Assessment	NA	
	Wyoming Comprehensive Assessment System	1999-2000	The relative proportion of common to matrix items increased slightly this year and the number of matrix forms increased from 6 to 8. Also, the number of released items was increased by a factor of 2-3, depending on content area.

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
AK	California Achievement Test, fifth edition	April	May
	Norm-Referenced Testing	Spring	Spring
AL	Alabama Direct Assessment of Writing	May	July
	Alabama High School Graduation Exam, Third Edition	September	October
		March	April
		August	September
	High School Basic Skills Exit Exam	October	November
		March	April
	Stanford Achievement Test, 9th edition	April	May
AR	Criterion Referenced Testing	February	September (due to time needed to set performance levels and actions by the State Board of Education
	Norm Referenced Testing	September	October
AS	Stanford Achievement Test Ninth Edition	May	August
AZ	Stanford Achievement Test, Ninth Edition	April	May
CA	Assessments in Career Education	May 97	Nov-Dec 97
		May 98	Nov-Dec 98
		May 99	Nov 99
	CHSPE	April	May
		November	December
	GED	ongoing	ongoing

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
CA	Golden State Exams	January	May
		May	October
	Physical Fitness Test	March	September
		April	September
		May	September
	Standardized Testing and Reporting Program (STAR)	March - May	No later than July 8
CO	Reading, Writing, and Mathematics	Grade 5 - September 1999, All other grades - March 2000	Grade 5 - March 2000, Grade 3 - May 2000, Grades 4 & 7 - July 2000, Grade 8 - September 2000
CT	Connecticut Academic Performance Test (CAPT)	May	September
	Connecticut Mastery Test (CMT)	September	December
		October	December
DE	Delaware Student Testing Program - Mathematics NRT	April 1999	October 1999
	Delaware Student Testing Program - Reading NRT	April 1999	October 1999
	Delaware Student Testing Program - Standards-Based Mathematics	April 1999	October 1999
	Delaware Student Testing Program - Standards-Based Reading	April 1999	October 1999
	Delaware Student Testing Program - Standards-Based Writing	April 1999	October 1999
FL	Florida Comprenensive Assessment Test	February	May
	Florida Writing Assessment Program	February	May

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
FL	High School Competency Test	October	November
		March	May
		July	August
GA	Georgia High School Graduation Tests (GHSGT)	March - April	May
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)	July-Sept 1998	Oct 1998
		April 1999	May - June 1999
	Iowa Tests of Basic Skills, Complete Battery	March-April	May
	Writing Assessments (Grades 3, 5, 8, 11)	Grade 11 Oct/March	Dec/April
		Grade 5 & 8 Jan.	Apr/May
		Grade 3 April	May
HI	Credit by Examination	April/May	May/June
	Hawaii State Test of Essential Competencies	Nov/Dec	January
		April/May	May/June/Aug
	Stanford Achievement Test 8th Ed.	April	August
IA	Standardized Testing ITBS and ITED	local decision	
ID	Math Assessment	January	April
	Norm Referenced	October	December
	Writing Assessment	February	April
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	February, 1999	May, 1999

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
IN	Statewide Assessment	September 1997	January 1998
KS	Kansas Assessment Program	March	May
KY	Alternate Portfolio	March	September
	KCCT On-Demand	April	September
	National Norm Reference Test	April	August
	Writing Portfolio Assessment	March	September
LA	Graduation Exit Examination	April	May
	Graduation Exit Examination		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	March	May
	Norm-referenced Testing Program	March/April	May
MA	Massachusetts Comprehensive Assessment System (MCAS)	April 1999 (long composition)	November 1999
		May 1999 (all other content tests)	November 1999
MD	High School Assessments		

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
MD	Maryland Functional Tests	October-Reading and Mathematics	December-Reading and Mathematics
		December-Writing	April-Writing
		April-Reading and Mathematics; April and July-Writing	May-Reading and Mathematics; May and August-Writing
	Maryland School Performance Assessment Program	May	December
ME	Maine Educational Assessment	November	May
		March	August/September
MI	Grade 4 and 7 Reading and Mathematics	February	May
	Grade 5 and 8 Science, Social Studies and Writing	February	May
	MEAP High School Test	May	September
MN	Basic Standards Reading, Mathematics and Writing	Feb; Jan for Writing	April; May for Writing
	Minnesota Comprehensive Assessments	march	June
MO	MAP	April - May 1999	August - November 1999
MS	Career Planning and Assessment System	May 1999	July 1999
	Functional Literacy Examination	December 1998	January 1999
		March 1999	May 1999
	Norm-Referenced Testing	October 1998	Dec 98- Jan 99

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
MS	Subject Area Testing (end of course)	April/May 1999	July 1999
		Nov/Dec 1998	July 1999
MT	Student Assessment Requirement	March/April	late spring/summer
			State doesn't get data til the next fall/statewide report the next Jan
NC	NC Annual Testing Program	EOG-Last three weeks of school year.	Immediately/scanned and scored locally
		EOC-Last 10 days of course	Immediately/scanned and scored locally
	NC Testing Program - Competency Testing	Fall 1998	Fall 1998
		Spring 1999	Spring 1999
		Summer 1999	Summer 1999
	NC Tests of Computer Skills	Fall	Two months later.
		Spring	Two months later.
		Summer	Two months later.
	Norm-Referenced Testing Program	April	June
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	March, 1999	April, 1999
NE	No State Assessments 1998-99		
NH	NH Educational Improvement and Assessment Program	May 1999	October 1999
NJ	Grade 11 High School Proficiency Test	October	January
		April	June
	Grade Eight Proficiency Assessment	March	June
NM	NM Achievement Assessment	March	May (Phase I)
			August (Phase II)
	NM High School Competency Exam	January/February	April

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
NM	NM Writing Assessment Program	March	May
	Reading Assessment for Grades 1 and 2	LEA option	LEA option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	September	October
		October	November
		February	March
	High School Proficiency Examination	October	November
		February	March
		April	May
	Norm-Referenced Testing at Grades 4, 8, and 10	October	Nov.-Dec.
NY	New York State Testing Program	January	May
		May	October
	Occupational Education Proficiency Examinations	January, June	Scored locally
		August (Intro. To Occ.)	Scored locally
	Program Evaluation Tests (PET)	May	Locally Scored
	Pupil Evaluation Program (PEP)	May	Scored locally
	Regents Competency Tests	January, June & August	Scored locally Writing tests returned in March, July, and Sept.
	Regents Examination Program	June	Scored locally
		January & August selected core subject areas	Scored locally
	Second Language Proficiency Exams	June	Scored locally
OH	4th-Grade Proficiency Testing	March	June

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
OH	6th-Grade Proficiency Testing	March	June
	9th-Grade Proficiency Testing	October	January
		March	May
		May	May
	12th-Grade Proficiency Testing	February	April
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	February/March	May
	Oklahoma Core Curriculum Tests - Multiple Choice	February/March	August
	Oklahoma Core Curriculum Tests - Writing	February	August
OR	Reading, Writing, and Mathematics Assessment	February	April
		April	June
PA	Reading, Writing, Mathematics	February/March	November
PR	Prueba Puertorriquena de Competencias Escolares	April 1999	September 1999
RI	English Lang. Arts & Math Performance Assessment	May, 1999	December,1999
	Health Education Performance Assessment	March, 1999	September, 1999
	Writing Performance Assessment	March, 1999	June, 1999
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	April	July
		Late October	December
		Late July	September

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
SC	Criterion Referenced Tests - PACT grades 3-8	April - May	Sept - Oct
	Criterion Referenced Tests - Readiness Test	July - September - 1st 15 days of the school year	August - October - approximately 15 days after materials are returned
	Norm-Referenced Testing	April	–
SD	Stanford Achievement Test, Ninth Edition	March - April	May
	Stanford Writing Assessment Program, Third Edition	October	December
TN	Achievement Test - NRT	April/May	May/June
	Competency Test	October	Dec
		Feb	April
		June, July	July, August
	High School End of Course	Dec./Jan.	Jan./Feb.
		May/June	June/July
	TCAP Writing Assessment	February	June
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	various	various
UT	Core Assessment CRT Program	May/June	August
	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing	Sept/October	November

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
VA	Standards of Learning (SOL) Assessment Program	March-May	14 days after rec'd
		Dec-Jan	14 days after rec'd
		Summer	14 days after rec'd
	Virginia Literacy Testing Program	February	May
		October	December
		July	September
	Virginia State Assessment Program NRT Program	na	na
		na	na
		na	na
VI	Terra Nova Assessments Series	March	June
VT	Standard's Referenced Exams (NSRE and VT Assmt)	March-April	September
		March-April	August
		May	August
	Vermont Developmental Reading Assessment	May	August
WA	Norm Referenced Testing	March/April	June/July
	Second Grade Reading	October	October
	Washington Assessment of Student Learning	April/May	August
WI	Reading Comprehension	March 1999	September 1999
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Feb/March 1999	September 1999
WV	ACT Explore	October '97	December '97
	ACT Work Keys	October '97	December '97

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
WV	Norm-referenced Testing	April	May
	Writing Assessment	March '98	August '98
WY	Carl Perkins Assessment	April '99	September '99
	Wyoming Comprehensive Assessment System	April, 1999	September, 1999
		April, 1999	December, 1999

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	California Achievement Test, fifth edition		Dropped 11 grade test					☐
	Norm-Referenced Testing							☑
AL	Alabama Direct Assessment of Writing							☐
	Alabama High School Graduation Exam, Third Edition		Resolution to develop graduation exam with much higher standards based on newly implemented course requirements.					☐
	High School Basic Skills Exit Exam		Resolution to develop graduation exam with much higher standards based on newly implemented course requirements.					☐
	Stanford Achievement Test, 9th edition							☑
AR	Criterion Referenced Testing							☐
	Norm Referenced Testing							☑
AS	Stanford Achievement Test Ninth Edition							☑
AZ	Stanford Achievement Test, Ninth Edition		Adaptations were adopted for students with disabilities	Grades to be tested were shifted to grades 2-11 for 1999.				☐
CA	Assessments in Career Education					Two additional tests, revisions made to three existing tests.		☐
	CHSPE							☑
	GED							☑
	Golden State Exams							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CA	Physical Fitness Test							☑
	Standardized Testing and Reporting Program (STAR)		Items to "augment" the NRT to address state level content standards were developed (implemented 1999).					☐
CO	Reading, Writing, and Mathematics							☐
CT	Connecticut Academic Performance Test (CAPT)							☑
	Connecticut Mastery Test (CMT)							☑
DE	Delaware Student Testing Program - Mathematics NRT							☑
	Delaware Student Testing Program - Reading NRT							☑
	Delaware Student Testing Program - Standards-Based Mathematics							☑
	Delaware Student Testing Program - Standards-Based Reading							☑
	Delaware Student Testing Program - Standards-Based Writing							☑
FL	Florida Comprenensive Assessment Test		Achievement levels for FCAT were recommended to the State Board of Education by the Department of Education after deliberations with groups of educators and citizens. For the first time, student scores and aggregated school, district, and state scores were reported by achievement levels as well as the traditional scale scores and content area scors.					☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
FL	Florida Writing Assessment Program							☑
	High School Competency Test							☑
GA	Georgia High School Graduation Tests (GHSGT)					A second level of performance was assessed. Beginning with the Spring, 1999 GHSGT the Pass Plus designation was added to recognize students who had earned an exemplary score.		☐
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)							☑
	Iowa Tests of Basic Skills, Complete Battery							☑
	Writing Assessments (Grades 3, 5, 8, 11)					Quality Core Curriculum revision		☐
HI	Credit by Examination					Review of assessment content/format to determine levels of adherence to state/national standards and subsequent suspension of program.		☐
	Hawaii State Test of Essential Competencies					Suspension of the test beginning with the class of 2000.		☐
	Stanford Achievement Test 8th Ed.					Grades 3, 5, 7, and 9 were administered the Stanford 9 multiple-choice tests in reading and mathematics which included an open-ended reading test.		☐
IA	Standardized Testing ITBS and ITED	NA						☐
ID	Math Assessment							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
ID	Norm Referenced							☑
	Writing Assessment							☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program							☑
IN	Statewide Assessment		New Members	Established spring retest for the GQE		New Director of Assessment		☐
KS	Kansas Assessment Program		Performance assessments were required at the local level only.					☐
KY	Alternate Portfolio							☑
	KCCT On-Demand							☑
	National Norm Reference Test							☐
	Writing Portfolio Assessment							☑
LA	Graduation Exit Examination Graduation Exit Examination					The Department began item development for the new Graduation Exit Examination during 1998-99.		☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests					The new assessment program will begin in Spring 1999. The state will continue development in science and social studies by field testing items in Spring 1999. Ongoing item development will also continue in 1998-99. The new Graduation Exit Examination will begin item development.		☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
LA	Norm-referenced Testing Program							☑
MA	Massachusetts Comprehensive Assessment System (MCAS)		Ed Silber, Chairman of the Board of Education, resigned and was replaced by James Peyser.			Acting Commissioner of Education, David P. Driscoll, became Commissioner of Education.		☐
MD	High School Assessments					The assessments were developed during the 1998-1999 school year. Field tests are being administered in January and May 2000.		☐
	Maryland Functional Tests		Beginning with the 1998-1999 school year, the Maryland State Board of Education permitted a waiver of the citizenship test requirement when school systems certified that the content measured by the test was embedded into their government courses.					☐
	Maryland School Performance Assessment Program							☑
ME	Maine Educational Assessment			Revised as the result of legislative adoption of Learning Results Standards		Developed and implemented the assessment design as required by the legislation		☐
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science, Social Studies and Writing		Initiated the new social studies test at grades 5 and 8.					☑
	MEAP High School Test							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MN	Basic Standards Reading, Mathematics and Writing						Reading and Mathematics; an administrative law judge approved the Department's request to maintain the passing score at 75% correct and not increase to 80% as intended in the original rule; Writing has no significant change	☐
	Minnesota Comprehensive Assessments							☑
MO	MAP					MAP Assessments in Social Studies was Voluntary; MAP was made mandatory in Science and Communication Arts.		☐
MS	Career Planning and Assessment System					Development of new Occupational Specific Assessments.		☐
	Functional Literacy Examination							☑
	Norm-Referenced Testing		Developed plan for revision of state assessment system to include criterion referenced testing in grades 2-8, and norm referenced testing in grades 3-8	Enacted legislation enabling and requiring the MDE to implement the assessment plan as developed by the SBE.		Issued RFP to enact revised assessment plan described above.		☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MS	Subject Area Testing (end of course)		Developed plan for revision of state assessment system to include development of new secondary end-of-course assessments (Algebra 1, Biology 1, English II, US History from 1877) that will replace the Functional Literacy Examination as requirements for high school graduation.	Enacted legislation enabling and requiring the MDE to implement the assessment plan as developed by the SBE.		Issued RFP to enact revised assessment plan described above.		☑
MT	Student Assessment Requirement						Federal requirements: An additional separate reporting of results for special education students.	☐
NC	NC Annual Testing Program		The open-ended assessment was suspended for one year due to insufficient funding. The open-ended assessment is scheduled to be reinstated in 1999-2000.					☐
	NC Testing Program - Competency Testing		The State Board of Education in response to a legislative mandate established student accountability standards which require that students graduating in 2003 and beyond are required to pass a North Carolina Exit Exam that measures competencies in the areas of : communication, problem solving, processing information, and using numbers and data. The high school exit exam will replace the competency tests as a graduation requirement for graduates of 2003 and beyond.	Legislative mandate to implement an essential skills exit exam.				☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NC	NC Tests of Computer Skills					The NCDPI began the revision of the North Carolina Tests of Computer Skills in order to ensure continued alignment with the North Carolina Standard Course of Study goals and objectives.		☑
	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Has included funding in his proposed budget to the state legislature.		Provided increased funding to continue the program by selecting a new test.		A new Test-Interpretation Video will be produced. This will be the Third Edition of Test-Interpretation Video since 1990.		☐
NE	No State Assessments 1998-99							☐
NH	NH Educational Improvement and Assessment Program							☑
NJ	Grade 11 High School Proficiency Test		Core curriculum content standards were adopted in May 1996; the high school graduation test was re-designed to align with the content standards and is being field tested beginning in October 1998 in the content areas of Language Arts, Literacy, and Mathematics. The newly-designed test will be operational in 2000 - 2001.			The new test will be called the High School Proficiency Assessment and will be field tested for two years before becoming the new graduation requirement in April 2002.		☐
	Grade Eight Proficiency Assessment							☑
NM	NM Achievement Assessment							☐
	NM High School Competency Exam							☑
	NM Writing Assessment Program							☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NM	Reading Assessment for Grades 1 and 2							☑
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult					Fourth grade writing traits assessment added. Scoring rubrics updated to bring them in line with new state standards, to become effective in 2001.		☐
	High School Proficiency Examination		Added additional test dates at end of year for seniors (for Spring 1999 only).	Added additional test date at end of school year for seniors (for Spring 1999 only).				☐
	Norm-Referenced Testing at Grades 4, 8, and 10		Added 10th grade as a mandated population, and added science as a subject area.	Added 10th grade as a mandated population, and added science as a subject area.		Added 10th grade and science.		☐
NY	New York State Testing Program					This was the first year in which these new assessments were administered		☑
	Occupational Education Proficiency Examinations							☑
	Program Evaluation Tests (PET)		Development of substantially revised social studies tests is underway for first administraion during the 2000-2001 school year.					☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Pupil Evaluation Program (PEP)					The PEP tests are being replaced by the New York State Testing Program in English Language Arts and Mathematics. The Grade 5 Writing Test is being administered for the last time during the 1998-99 school year. The Gr 3 and 6 PEP Reading and Mathematics Tests were administered for the last time during the 1997-98 school year.		☑
	Regents Competency Tests							☑
	Regents Examination Program		In accordance with a phase-in schedule established by the Board of Regents, some Regents examinations are replacing less rigorous Regents competency tests as exit examinations that students must pass to earn a high school diploma.					☑
	Second Language Proficiency Exams							☐
OH	4th-Grade Proficiency Testing			Schools were required to offer summer intervention to any 4th grade student who failed to pass at least three of five tests taken in March that year.				☐
	6th-Grade Proficiency Testing			Schools were required to offer summer intervention to any 6th grade student who failed to pass at least three of five proficiency tests taken in March that year.				☐
	9th-Grade Proficiency Testing							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
OH	12th-Grade Proficiency Testing			Student who pass all five tests and enroll in an Ohio post-secondary education institution are awarded a $500 scholarship by the Board of Regents.				☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component							☐
	Oklahoma Core Curriculum Tests - Multiple Choice		Implementation of law required testing to begin in Arts (Grades 5, 8, & 11).					☐
	Oklahoma Core Curriculum Tests - Writing			For the 1998-99 school year, writing results were reported in four categories: unsatisfactory, limited knowledge, satisfactory, and advanced as opposed to unsatisfactory and satisfactory.				☐
OR	Reading, Writing, and Mathematics Assessment					Oregon is moving to a "levels" assessment system for reading and mathematics multiple choice. In addition, the decision making process for students meeting the standard is being changed from a conjunctive model to one requiring a composite score.		☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
PA	Reading, Writing, Mathematics	PA Completed the alignment of items on the Reading and Math Assessment to the PA Academic Standards. This included developing new test questions, selecting reading passages and otherwise modify the Pennsylvania System of State Assessment to ensure that it measures the academic standards.	PA Completed the alignment of items on the Reading and Math Assessment to the PA Academic Standards. This included developing new test questions, selecting reading passages and otherwise modify the Pennsylvania System of State Assessment to ensure that it measures the academic standards.	PA Completed the alignment of items on the Reading and Math Assessment to the PA Academic Standards. This included developing new test questions, selecting reading passages and otherwise modify the Pennsylvania System of State Assessment to ensure that it measures the academic standards.		PA Completed the alignment of items on the Reading and Math Assessment to the PA Academic Standards. This included developing new test questions, selecting reading passages and otherwise modify the Pennsylvania System of State Assessment to ensure that it measures the academic standards.		☐
PR	Prueba Puertorriquena de Competencias Escolares							☑
RI	English Lang. Arts & Math Performance Assessment					Added the English Language Arts component at grade 10 in the 1998-99 state assessment program		☐
	Health Education Performance Assessment							☑
	Writing Performance Assessment							☑
SC	Criterion Referenced Tests - BSAP - High School Exit Examination							☑
	Criterion Referenced Tests - PACT grades 3-8			The grade levels are grades 3 - 8 (in the past the CRT included grades 3, 6, and 8 only).		The tests include multiple choice, open response and extended response items. The PACT has an ELA test to include reading, writing, research, and listening items where the old test had a reading test and separate writing test.		☐
	Criterion Referenced Tests - Readiness Test							☐

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
SC	Norm-Referenced Testing							☑
SD	Stanford Achievement Test, Ninth Edition						The SAT9 was new to all schools in 1997-98.	☑
	Stanford Writing Assessment Program, Third Edition							☑
TN	Achievement Test - NRT							☑
	Competency Test		Adoption of three 'Gateway Assessments' to replace current Competency Test in 2001-2002. These tests will assess Algebra I, Biology, and English II. Passage will be required for receipt of a regular HS diploma.	same		same		☑
	High School End of Course		Number of potential subject areas to be assessed reduced from 47 to 13	same		same		☐
	TCAP Writing Assessment							☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		In July 1997 the State Board of Education completed the adoption of the Texas Essential Knowledge and Skills (TEKS) as the new state mandated curriculum. Beginning with the 1998-1999 school year, districts were required to use the TEKS, rather than the essential elements (EE), as the basis for instruction. The implementation of this new curriculum makes it necessary to link the TAAS tests with the TEKS.					☐

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
UT	Core Assessment CRT Program			Passage of HB 33 - Enhancing Academic Achievement in Public Schools in the 1999 General Legislative Session (February 1999). HB 33 involves changes to the core assessment program (CRT's and the statewide testing program that uses Stanford 9 (NRT)). These significant changes will be phased in over several years but shall be fully operational by the beginning of the 2002-2003 school year. A key change for the State's Core Curriculum Assessment Program involving end-of-course criterion referenced testing (CRT's) is that it is now required in math and reading/language arts K-12. Results of these core assessments shall now be reported to the public at the state, district, school and grade/course level. Stanford 9 testing will now include 3rd grade starting Fall 2000. Finally, high school students will need to pass a minimum competency "basic skills" test to receive a high school diploma.				☐
	Core Curriculum Testing (Perf. Assessment)							☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
UT	Norm-Referenced Testing			Passage of HB 33 - Enhancing Academic Achievement in Public Schools in the 1999 General Legislative Session (February 1999). HB 33 involves changes to the core assessment program (CRT's and the statewide testing program that uses Stanford 9 (NRT)). This bill also adds that high school students will need to pass a minimum competency test to receive a high school diploma. These significant changes will be phased in over several years but shall be fully operational by the beginning of the 2002-2003 school year. A key change for the State's Core Curriculum Assessment Program involving end-of-course criterion referenced testing (CRT's) is that it is now required in math and reading/language arts K-12. Results of these core assessments shall now be reported to the public at the state, district, school and grade/course level. Stanford 9 testing will now include 3rd grade starting Fall 2000. Finally, high school students will need to pass a minimum competency "basic skills" test to receive a high school diploma. According to legislation, basic involves "mastery of specific functions, including reading, spelling, basic mathematics and effectiveness of written expression." Students shall have multiple times to pass all or sections (e.g., Math) of				☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
				the test.				
VA	Standards of Learning (SOL) Assessment Program							☑
	Virginia Literacy Testing Program	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.				☐
	Virginia State Assessment Program NRT Program							☑
VI	*Terra Nova Assessments Series*							☑
VT	Standard's Referenced Exams (NSRE and VT Assmt)						Science administered in grade 6 only	☐
	Vermont Developmental Reading Assessment			mandatory, as above				☐
WA	Norm Referenced Testing							☑
	Second Grade Reading			Became mandatory				☐
	Washington Assessment of Student Learning			4th grade mandated in spring of 1998; 7th grade voluntary testing introduced in spring of 1998 and 10th grade voluntary testing in the spring of 1999.				☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1998-99? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WI	Reading Comprehension					The development of performance standards and proficiency levels occurred in July 1998. The performance standards are based only on the comprehension items. The performance standards for the 1998 Wisconsin Reading Comprehension Test were established in July 1998 by the State Superintendent, based on the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported for Minimal, Basic, Proficient, and Advanced Proficiency levels.		☐

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)					The standard setting procedure for the Knowledge and Concept Examinations at 4th, 8th, and 10th grades was designed and conducted by the test contractor, CTB McGraw-Hill in cooperation with the Department of Public Instruction. The Bookmark Procedure (Lewis, Mitzel, & Green, 1996) was the process which was used to set the proficiency cut scores. The panelists placed "bookmarks" at the item in their item ordered booklets that represented the breaking point between the proficiency categories: Minimal Performance, Basic, Proficient, and Advanced. The panelists were also asked to define the proficiency score standard(s) for each subject area using the Bookmark Procedure (Lewis, Mitzel, & Green, 1996), developed by CTB McGraw-Hill research scientists. The Proficiency Standard Setting Process occurred in April 1997, a representative group of Wisconsin educators and other citizens served on nine panels to study, debate, and recommend based on their collaborative expertise, proficiency score standards. The proficiency score standards will be used with subsequent administrations of the current series of Knowledge and Concepts		☐

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						Examinations. The Proficiency Score Setting Panels were comprised of 185 panel members from 100 school districts; professional organizations, self-nominations, and other referral sources.		
WV	ACT Explore							☑
	ACT Work Keys							☑
	Norm-referenced Testing							☑
	Writing Assessment							☑
WY	Carl Perkins Assessment							☑
	Wyoming Comprehensive Assessment System					See above, #3.1.4.		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	California Achievement Test, fifth edition			We have legislation mandating a HS Graduation Qualifying Examination and comparable exams at grades 3, 6 & 8. These are standards-based examinations.				☐
	Norm-Referenced Testing							☐
AL	Alabama Direct Assessment of Writing							☑
	Alabama High School Graduation Exam, Third Edition							☑
	High School Basic Skills Exit Exam							☑
	Stanford Achievement Test, 9th edition							☑
AR	Criterion Referenced Testing							☐
	Norm Referenced Testing							☐
AS	Stanford Achievement Test Ninth Edition							☑
AZ	Stanford Achievement Test, Ninth Edition							☑
CA	Assessments in Career Education							☐
	CHSPE							☑
	GED							☑
	Golden State Exams						Alignment to state content standards	☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CA	Physical Fitness Test							☐
	Standardized Testing and Reporting Program (STAR)		"Augmentation" for Language Arts and Mathematics administered; augmentation science and history-social science developed. Math augmentation expanded from 35 to 50 items.					☐
CO	Reading, Writing, and Mathematics							☐
CT	Connecticut Academic Performance Test (CAPT)							☑
	Connecticut Mastery Test (CMT)							☐
DE	Delaware Student Testing Program - Mathematics NRT							☑
	Delaware Student Testing Program - Reading NRT							☑
	Delaware Student Testing Program - Standards-Based Mathematics							☑
	Delaware Student Testing Program - Standards-Based Reading							☑
	Delaware Student Testing Program - Standards-Based Writing							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
FL	Florida Comprehensive Assessment Test	The Department will develop assessments in reading and mathematics in all grades 3-8. (five new tests), and will implement a norm-referenced testing program that will be administered in conjunction with the FCAT program.		The Department will develop assessments in reading and mathematics in all grades 3-8. (five new tests), and will implement a norm-referenced testing program that will be administered in conjunction with the FCAT program.		The Department will develop assessments in reading and mathematics in all grades 3-8. (five new tests), and will implement a norm-referenced testing program that will be administered in conjunction with the FCAT program.		☐
	Florida Writing Assessment Program							☐
	High School Competency Test							☐
GA	Georgia High School Graduation Tests (GHSGT)							☐
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)					The department has significantly revised the GKAP for 98-99; aligned to revised curriculum. Consists of 32 activities and provides individual student measures of progress through progressive rubrics of evaluation.		☑
	Iowa Tests of Basic Skills, Complete Battery					Adoption process initiated for selection of norm-referenced test for the following seven years.		☐
	Writing Assessments (Grades 3, 5, 8, 11)					Revision of 8th grade writing assessment		☐
HI	Credit by Examination					Suspension of the program.		☐
	Hawaii State Test of Essential Competencies							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
HI	Stanford Achievement Test 8th Ed.					Development and field-testing of state designed standards-based assessments in reading, mathematics and writing.		☐
IA	Standardized Testing ITBS and ITED	NA						☐
ID	Math Assessment							☑
	Norm Referenced							☑
	Writing Assessment							☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program		IGAP program replaced by ISAT program for grades 4 and 7. Development and pilot of 11th grade PSAE.	IGAP program replaced by ISAT program. PSAE to be implemented in 2001.		IGAP program replaced by ISAT program.		☐
IN	Statewide Assessment							☐
KS	Kansas Assessment Program		In Spring, 2000 new state assessments based on revised curricular standards in reading, writing and mathematics will be administered.					☐
KY	Alternate Portfolio							☑
	KCCT On-Demand			State House Bill passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
KY	National Norm Reference Test			State House Bill 53 passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
	Writing Portfolio Assessment			State House Bill 53 passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
LA	Graduation Exit Examination		The new Graduation Exit Examination (GEE 21) will be implemented beginning Spring 2001.					☐
	Graduation Exit Examination							
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests		The State Board of Elementary and Secondary Education (SBESE) has adopted performance standards for English and math (grades 4 and 8). The tests were initially administered in March 1999.					☐
	Norm-referenced Testing Program							☐
MA	Massachusetts Comprehensive Assessment System (MCAS)							☑
MD	High School Assessments							☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MD	Maryland Functional Tests							☑
	Maryland School Performance Assessment Program							☑
ME	Maine Educational Assessment					Made some modifications in the assessment design to achieve efficiency and shorten the length of tests.		☐
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science, Social Studies and Writing							☑
	MEAP High School Test							☑
MN	Basic Standards Reading, Mathematics and Writing					In Writing, we are extending the scoring system to provide additional information for an accountability system.	No significant change in Reading and Mathematics	☐
	Minnesota Comprehensive Assessments							☑
MO	MAP					MAP Assessment in Social Studies will be required. MAP Assessment in Health/PE will be Voluntary.		☐
MS	Career Planning and Assessment System					New occupational specific assessments and performance assessments.		☐
	Functional Literacy Examination							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MS	Norm-Referenced Testing					Contract awarded to CTB/McGraw Hill for CRT in grades 2-8 (Rd, Ma, LA in 2-8 with writing assessments in grades 4 and 7) and NRT in grades 3-8.		☐
	Subject Area Testing (end of course)					Contract awarded to Harcourt Educational Measurement for subject area assessments described above.		☐
MT	Student Assessment Requirement		A statewide review committee recommended a statewide test that will have identified alignment with content and performance standards. The Board of Public Education and OPI accepted those recommendations and processes were put in place to select a statewide test.					☐
NC	NC Annual Testing Program		The NCDPI will implement a statewide pilot of the Alternate Assessment Portfolio to meet the requirements of the revised IDEA requirements for student with disabilities who because of their serious cognitive disabilities and the fact that they follow a functional curriculum are unable to be included in the state testing program.	North Carolina is scheduled to begin the development of the North Carolina High School Exit Exam, using a commercially developed test publishing company.		In response to a need to be more innovative in the collection of data for the try out of test items, the NCDPI implemented an embedding model to incorporate field test items in with the operational test items in the area of mathematics for all grades 3-12. The NCDPI also began the design and development of an alternate assessment model that uses a system of computerized adaptive testing.		☐
	NC Testing Program - Competency Testing		The North Carolina High School Exit Exam will replace the Competency Tests as graduation requirements for the class of 2003 and beyond					☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NC	NC Tests of Computer Skills					Field testing of the revised test items and subsequently development of the revised operational tests will include revised standards.		☐
	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.							☑
NE	No State Assessments 1998-99							☐
NH	NH Educational Improvement and Assessment Program							☑
NJ	Grade 11 High School Proficiency Test							☑
	Grade Eight Proficiency Assessment							☑
NM	NM Achievement Assessment			Addition of grades 3, 5, 7 and 9 to current grades 4, 6, and 8				☐
	NM High School Competency Exam		Discussion of "raising the bar" (cut score for passing) in line with raising standards.					☐
	NM Writing Assessment Program							☑
	Reading Assessment for Grades 1 and 2		Proposal for selection of a uniform statewide reading assessment at grades 1 and 2					☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult					We will be revising the rubrics to better meet the new Nevada Standards.		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NV	High School Proficiency Examination					Begin development of new tests consistent with standards adopted in 1988, for introduction in 2001. Science will be added to math, reading, and writing, as subject students are required to pass before graduation for the 11th-grade class of 2001.		☐
	Norm-Referenced Testing at Grades 4, 8, and 10							☑
NY	New York State Testing Program					These assessments replaced the PEP and PCT tests		☐
	Occupational Education Proficiency Examinations							☑
	Program Evaluation Tests (PET)							☑
	Pupil Evaluation Program (PEP)							☐
	Regents Competency Tests		A gradual phase-out of the Regents competency tests was begun in the 1995-96 school year. Instead all students will be required to take and pass more rigorous Regents examinations to earn a high school diploma.					☐
	Regents Examination Program					Regents examination in Comprehensive English newly designed to reflect new and higher learning standards; 2 to 3 hour segments will replace the current 3 hour exam beginning in June 1999.		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Second Language Proficiency Exams							☑
OH	4th-Grade Proficiency Testing			School district boards of education are authorized to adopt policies to retain in 4th grade any student who fails to pass at least three of five proficiency test taken that year. LEP students who have not attended schools in United States for two years may be exempted.				☐
	6th-Grade Proficiency Testing			School district boards of education are authorized to adopt policies to retain in 6th grade any student who fails to pass at least three of five tests taken that year. LEP students who have not attended schools in the United States for two years may be exempted.				☐
	9th-Grade Proficiency Testing			LEP students may be temporarily exempted until they have attended schools in the United States for two years. However they must still pass these tests to get a diploma.				☐
	12th-Grade Proficiency Testing			LEP students who have not attended schools in the United States for two years may be exempted.				☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component			Eliminated the Norm-Referenced component in Grades 3 and 7 of the Oklahoma School Testing Program for the 1999-2000 school year.				☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
OK	Oklahoma Core Curriculum Tests - Multiple Choice			End-of-instruction field testing will begin in the school year 1999-2000 in English II and United States History.				☐
	Oklahoma Core Curriculum Tests - Writing			Eliminated the Writing assessment for Grade 11 for the 1999-2000 school year. Will have an end-of-instruction assessment in English II field tested for the 1999-2000 school year.				☐
OR	Reading, Writing, and Mathematics Assessment							☐
PA	Reading, Writing, Mathematics	Assessment reports will include scaled scores and also standards based results.						☐
PR	Prueba Puertorriquena de Competencias Escolares	During the coming school year, College Board is planning a revised new test.						☐
RI	English Lang. Arts & Math Performance Assessment							☑
	Health Education Performance Assessment							☑
	Writing Performance Assessment							☑
SC	Criterion Referenced Tests - BSAP - High School Exit Examination							☑
	Criterion Referenced Tests - PACT grades 3-8							☑
	Criterion Referenced Tests - Readiness Test							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
SC	Norm-Referenced Testing			The NRT was a census test before 1999 with scores returned at the student, school, district, and state levels. In 1999 the NRT was administered to a sample of students in grades 3, 8, and 9 with scores reported at the state level only.				☐
SD	Stanford Achievement Test, Ninth Edition							☑
	Stanford Writing Assessment Program, Third Edition							☑
TN	Achievement Test - NRT							☑
	Competency Test							☑
	High School End of Course							☑
	TCAP Writing Assessment							☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		The first administration of the reading proficiency tests in English (RPTE) will be in spring 2000. The 1999-2000 school year marks the completion of the transition of the TAAS, which was originally based on the essential elements, to an assessment that is aligned with the TEKS (this is described more fully in other sections of this survey).					☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
UT	Core Assessment CRT Program	Accountability in education legislation that may involve rating schools and providing incentives and/or assistance/consequences.		Accountability in education legislation that may involve rating schools and providing incentives and/or assistance/consequences.				☐
	Core Curriculum Testing (Perf. Assessment)							☑
	Norm-Referenced Testing							☑
VA	Standards of Learning (SOL) Assessment Program	The Governor provided support to move the testing window until a point later in the school year to allow more time for instruction prior to testing.	The State Board of Education will establish passing score on the new World Geography test.	Legislation was passed requiring the release of a complete form of the test every spring. Funding was appropriated to support computer infrastructure in the schools for eventual computer based administration and scoring of the SOL tests.				☐
	Virginia Literacy Testing Program							☐
	Virginia State Assessment Program NRT Program							☐
VI	Terra Nova Assessments Series							☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)							☐
	Vermont Developmental Reading Assessment							☐
WA	Norm Referenced Testing			Grade 11 requirement move to grade 9 and Grade 8 requirement moved to Grade 6.				☐
	Second Grade Reading							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1999 to August, 2000) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WA	Washington Assessment of Student Learning							☑
WI	Reading Comprehension							☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)							☑
WV	ACT Explore							☑
	ACT Work Keys							☑
	Norm-referenced Testing							☑
	Writing Assessment							☑
WY	Carl Perkins Assessment					Revision will be undertaken in response to the Carl Perkins reauthorization, and relevant changes in requirements.		☐
	Wyoming Comprehensive Assessment System							☑

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
AK	California Achievement Test, fifth edition	☐	☑	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
	Norm Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☐	☐	☐	☑
CA	Assessments in Career Education	☐	☑	☐	☑	☐	☐	☑	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☑	☐	☐	☑	☐
	Physical Fitness Test	☐	☑	☐	☑	☐	☐	☑	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☑	☐	☐	☑	☐
FL	Florida Comprenensive Assessment Test	☑	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☑	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☑	☐	☐	☑	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☑	☐	☐	☐	☐	☑
IA	Standardized Testing ITBS and ITED	☑	☐	☑	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced	☑	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
KY	Alternate Portfolio	☑	☐	☐	☑	☐	☐	☑	☐
	KCCT On-Demand	☑	☐	☐	☑	☐	☐	☑	☐
	National Norm Reference Test	☐	☑	☐	☑	☐	☐	☑	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☐	☐	☑	☐
LA	Graduation Exit Examination	☑	☐	☑	☐	☐	☐	☑	☐
	Graduation Exit Examination								
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☐	☐	☐	☑	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐	☑	☐	☐
	Maryland School Performance Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐	☑	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☑	☐	☐	☑	☐	☐
MN	Basic Standards Reading, Mathematics and Writing	☐	☑	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☑	☐	☐	☐	☐	☑
MO	MAP	☐	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☑	☐	☐	☑	☐
	Functional Literacy Examination	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☑	☐
	Subject Area Testing (end of course)	☐	☑	☐	☑	☐	☐	☐	☑
MT	Student Assessment Requirement	☑	☐	☑	☐	☐	☐	☐	☑

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
NC	NC Annual Testing Program	☑	☐	☑	☐	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☑	☐	☐	☐	☐	☑
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☑	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐	☑	☐
	Pupil Evaluation Program (PEP)	☑	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
OH	4th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐
	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☑	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☑	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☑	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3-8	☑	☐	☑	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☑	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☑	☐	☐	☑	☐
TN	Achievement Test - NRT	☑	☐	☑	☐	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☑	☐	☐	☑	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐
	TCAP Writing Assessment	☐	☑	☐	☑	☐	☐	☑	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
UT	Core Assessment CRT Program	☑	☐	☑	☐	☐	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☑	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☑	☐	☐	☑	☐
	Virginia State Assessment Program NRT Program	☑	☐	☑	☐	☐	☐	☑	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☑	☐	☐	☐	☐	☑
WA	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☑	☐	☐	☑	☐
	ACT Work Keys	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☑	☐	☐	☑	☐
WY	Carl Perkins Assessment	☐	☑	☐	☑	☐	☐	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐	☑	☐	☐
	Totals by State	42	25	33	14	0	22	15	7
	Totals by Jurisdiction	2	1	1	0	0	1	0	0
	Total	44	26	34	14	0	23	15	7

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
AK	California Achievement Test, fifth edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
AL	Alabama Direct Assessment of Writing	Writing	1	3	9	3
	Alabama High School Graduation Exam, Third Edition	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Other LA	1	2	1	1
		Science	1	2	1	1
	High School Basic Skills Exit Exam	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Other LA	1	2	1	1
	Stanford Achievement Test, 9th edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AR	Criterion Referenced Testing	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 5	1
		Writing	1	2	6	1
	Norm Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AS	SAT9	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1

Student Groups
1 = All students statewide
2 = Students sampled by district
3 = Students sampled by school
4 = Students sampled by classroom
5 = Individual student sampling
6 = Voluntary at district level
7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
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7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
AZ	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
CA	Assessments in Career Education	Career/Voc. Ed.	6, 7, 8	2	1 and 6	1 *
	CHSPE					
	GED	Mathematics		1	1	2
		Reading		1	1	2
		Writing		1, 3	1, 5	2
		Science		1	1	2
		Social Studies		1	1	2
	Golden State Exams	Mathematics	8, 6	6	1, 6	2
		Reading	8, 6	6	1, 5	2
		Writing	8, 6	6	1, 5, 6	2
		Science	8, 6	6	1, 5, 9	2
		Social Studies	8, 6	6	1, 6	2
		Civics	8, 6	6	1, 6	2
		Economics	8, 6	6	1, 6	2
		History	8, 6	6	1,6	2
		Foreign Lang.	8, 6		1, 6	
				Hybrid - Standards Based Assessment		
	Physical Fitness Test	Physical Ed.	1	4	9	1
	Standardized Testing and Reporting Program (STAR)	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
CO	Reading, Writing, and Mathematics	Mathematics	1	2	1, 4, 5, 6	1
		Reading	1	2	1, 4, 5	1
		Writing	1	2,3	1, 4, 5, 6	1

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	1	2	5, 13	2
		Reading	1	2	6	1
		Writing	1	2,3	6	1
		Other LA	1	2	1	2
		Science	1	2, 4	1, 5, 10	2
	Connecticut Mastery Test (CMT)	Mathematics	1	2	1, 5, 13	1
		Reading	1	2	1, 5	1
		Writing	1	2, 3	6	1
		Other LA	1	2	1	1
DE	Delaware Student Testing Program - Mathematics NRT	Mathematics	1	1	1	1
	Delaware Student Testing Program - Reading NRT	Reading	1	1	1	1
	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics	1	1,2	1, 5, 6	1
	Delaware Student Testing Program - Standards-Based Reading	Reading	1	2	1, 5, 6	2
	Delaware Student Testing Program - Standards-Based Writing	Writing	1	3	6	1
FL	Florida Comprehensive Assessment Test	Mathematics	1	2, 4	1, 5, 6, 13	1
		Reading	1	2, 4	1, 5, 6	1
	Florida Writing Assessment Program	Writing	1	3	6	3
	High School Competency Test	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2	1	2
GA	Georgia High School Graduation Tests (GHSGT)	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Other LA	1	2	1	2
		Science	1	2	1	2
		Social Studies	1	2	1	2

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Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
GA	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Mathematics	1	4, 5	7, 5, 8, 9	1
		Reading	1	4, 5	7, 5, 8, 9	1
		Writing	1	3, 4, 5	7, 5, 8, 9	1
		Other LA	1	4, 5	7, 5, 8, 9	1
		Social Emotional	1	4	7	1
	Iowa Tests of Basic Skills, Complete Battery	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Writing Assessments (Grades 3, 5, 8, 11)	Writing	1	2, 3, 4, 5	6, 8, 9	1
HI	Credit by Examination	Mathematics	1	2	1	1
		Foreign Lang.	1	2	1	1
		Career/Voc. Ed.	1	4	8,9	1
		Computer Skills	1	4	8,9	1
	Hawaii State Test of Essential Competencies	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2	1	2
		Other LA	1	4	7	1
		Science	NA	NA	NA	NA
		Social Studies	1	2	1	2
		Civics	1	2	1	2
		Economics	1	2	1	2
		Geography	1	2	1	2
		History	1	2	1	2
		Health Ed.	1	2	1	2
		Employ. Skills	1	2	1	2
		Career/Voc. Ed.	1	2	1	2
	Stanford Achievement Test 9th Ed.	Mathematics	1	1	1	1
		Reading	1	1	1,5	1
		Other LA	1	1	1	1
IA	Standardized Testing ITBS and ITED	Mathematics	1	1	1	2
		Reading	1	1	1	2
ID	Math Assessment	Mathematics	1	4	5,6,8	1

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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
ID	Norm Referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Civics	1	1	1	1
		Economics	1	1	1	1
		Geography	1	1	1	1
		History	1	1	1	1
	Writing Assessment					
		Writing	1	3	6	1
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Mathematics	1	1,2	1,6	1
		Reading	1	1,2	1,6	1
		Writing	1	1,2,3	6	1
		Science	1	1,2	1	1
		Social Studies	1	1,2	1	1
		Health Ed.	5	1	1	3
		Physical Ed.	5	1	1	3
		Dance	5	1	1	3
		Music	5	1	1	3
		Theatre	5	1	1	3
IN	Statewide Assessment	Mathematics	1	1, 2	1, 5	1
		Reading	1	1, 2	1, 5, 6	1
		Other LA	1	1, 2, 3	1, 5, 6	
KS	Kansas Assessment Program	Mathematics	1	2	1, 2	1
		Reading	1	2	2	1
		Writing	1	3	6	1
KY	Alternate Portfolio					
		Alternate Portfolio	1	6	7,8,9	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
KY	KCCT On-Demand	Mathematics	1	3	1, 6	2
		Reading	1	3	1, 6	2
		Writing	1	3	6	3
		Science	1	3	1, 6	2
		Social Studies	1	3	1, 6	2
		Civics	1	3	1, 6	2
		Economics	1	3	1, 6	2
		Geography	1	3	1, 6	2
		History	1	3	1, 6	2
		Health Ed.	1	3	1, 6	2
		Physical Ed.	1	3	1, 6	2
		Dance	1	3	1, 6	2
		Music	1	3	1, 6	2
		Theatre	1	3	1, 6	2
		Visual Arts	1	3	1, 6	2
		Employ. Skills	1	3	1, 6	2
		Career/Voc. Ed.	1	3	1, 6	2
		Humanities	1	3	1, 6	2
	National Norm Reference Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Language Arts	1	1	1	1
	Writing Portfolio Assessment	Writing	1	3,5	8	1
LA	Graduation Exit Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	Mathematics	1	2	1, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	2	6	1
	Norm-referenced Testing Program	1. The complete battery was administered.		1	1	1

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MA	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	1	2	1, 5, 6	2
		Reading	1	2	1, 6	2
		Writing	1	3	6	1
		Science	1	2	1, 6	2
		History	1	2	1, 6	2
MD	High School Assessments					
	Maryland Functional Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
	Maryland School Performance Assessment Program	Mathematics	1	4	5, 6, 9, 10	3
		Reading	1	4	5, 6	3
		Writing	1	4	5, 6	3
		Other LA	1	4	5, 6	3
		Science	1	4	5, 6, 9, 10	3
		Social Studies	1	4	5, 6, 9, 10	3
ME	Maine Educational Assessment	Mathematics	1	2,4	1,5,6	2
		Reading	1	2,4	1,5,6	2
		Writing	1	2,3,4	1,5,6	2
		Science	1	2,4	1,5,6	2
		Social Studies	1	2,4	1,5,6	2
		Health Ed.	3	2,4	1,5,6	3
		Visual Arts	3	2,4	1,5,6	3
		Arts and Humanities				
MI	Grade 4 and 7 Reading and Mathematics	Mathematics	1	2	1	1
		Reading	1	2	1	1
	Grade 5 and 8 Science, Social Studies and Writing					
		Writing	1	3	6	1
		Science	1	2	1, 5, 10	1
		Social Studies	1	2	1, 5, 6	1
	MEAP High School Test	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 6	1
		Writing	1	3	6	1
		Science	1	2	1,5	1
		Social Studies	1	2	1, 5, 6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
MN	Basic Standards Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2	5	1
	Minnesota Comprehensive Assessments	Mathematics	1	2	1, 5	2
		Reading	1	2	1, 5	2
		Writing	1	3	6	1
MO	MAP	Mathematics	1	1, 2, 4	1, 5, 6	1
		Reading	1	1, 2, 4	1, 5, 6	1
		Writing	1	4	1, 5, 6	1
		Other LA	1	2, 4	1, 5, 6	1
		Science	1	1, 2, 4	1, 5, 6	1
		Social Studies	1	1, 2, 4	1, 5, 6	1
		Civics	1	1, 2, 4	1, 5, 6	1
		Economics	1	1, 2, 4	1, 5, 6	1
		Geography	1	1, 2, 4	1, 5, 6	1
		History	1	1, 2, 4	1, 5, 6	1
		Health Ed.	7	2, 4	1, 5, 6	1
		Physical Ed.		2, 4	1, 5	1
		Dance		2, 4	1,5	1
		Music	3	2, 4	1, 5	1
		Theatre	3	2, 4	1, 5	1
		Visual Arts	3	2, 4	1, 5	1
MS	Career Planning and Assessment System (Note: Vocational completers only)	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Career/Voc. Ed.	1	2,4	1,7	1
			1 (Locating Info.)	1	1	1
	Functional Literacy Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2,3	1,6	1
	Norm-Referenced Testing	Mathematics	1	1,4	1,4,5,6	1
		Reading	1	1,4	1,4,5,6	1
		Other LA	1	1,4	1,4,5,6	1
	Subject Area Testing (end of course)	Mathematics	1	2	1,6	2
		Science	1	2	1,6	2
		History	1	2	1,6	2

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MT	Student Assessment Requirement	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
NC	NC Annual Testing Program	Mathematics	1	1,2	1,5	3
		Reading	1	1,2	1,5	3
		Writing	1	3,4	6	1
		Science	1	1,2	1	3
		Civics	1	1,2	1	3
		History	1	1,2	1	3
		Computer Skills	1	2,5	1,4,5,10,12	3
	NC Testing Program - Competency Testing	Mathematics	1	1, 2,	1	3
		Reading	1	1, 2	1	3
	NC Tests of Computer Skills	Computer Skills	1	2	1, 5, 10, 12	1, 3
	Norm-Referenced Testing Program	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Mathematics	1	1	1, 5 at grade 4	1
		Reading	1	1	1, 5 at grade 4	1
		Other LA	1	1	1, 5 at grade 4	1
		Science	1	1	1, 5 at grade 4	1
		Social Studies	1	1	1, 5 at grade 4	1
NE	No State Assessments 1998-99					
NH	NH Educational Improvement and Assessment Program	Mathematics	1	2	1, 6	2
		Reading	1	2	1, 6	2
		Writing	1	2, 3	1, 6	2
		Other LA	1	2	1, 6	2
		Science	1	2	1, 6	2
		Social Studies	1	2	1, 6	2
		Civics	1	2	1, 6	2
		Economics	1	2	1, 6	2
		Geography	1	2	1, 6	2
		History	1	2	1, 6	2

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NJ	Grade 11 High School Proficiency Test	Mathematics	1	2	1, 6, 13	1
		Reading	1	2	1, 6	1
		Writing	1	2, 3	1, 6	1
	Grade Eight Proficiency Assessment	Mathematics	1	2	1, 6	1
		Other LA	1	2, 3	1,6	1
NM	NM Achievement Assessment	Mathematics	1	1, 2, 4	1, 4, 5, 6	1
		Reading	1	1, 2, 4	1, 4, 5, 6	1
		Other LA	1	1, 2, 4	1, 4, 5, 6	1
		Science	1	1, 2, 4	1, 4, 5, 6	1
		Social Studies	1	1, 2, 4	1, 4, 5, 6	1
	NM High School Competency Exam	Mathematics	1	2, 4	1,5	1
		Reading	1	2, 4	1,5	1
		Writing	1	2, 4	6	1
		Other LA	1	2, 4	1,5	1
		Science	1	2, 4	1,5	1
		Social Studies	1	2, 4	1,5	1
	NM Writing Assessment Program	Writing	1	4	6	1
	Reading Assessment for Grades 1 and 2	Reading	1	6 (local option)	14 (local option)	local option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	1	3	6	1
	High School Proficiency Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
	Norm-Referenced Testing at Grades 4, 8, and 10	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
NY	New York State Testing Program	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	2	1, 5, 6	1
		Other LA	1	2	1, 5, 6	1

Student Groups
1 = All students statewide
2 = Students sampled by district
3 = Students sampled by school
4 = Students sampled by classroom
5 = Individual student sampling
6 = Voluntary at district level
7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 **Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.**

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NY	Occupational Education Proficiency Examinations					
		Career/Voc. Ed.	1	2	1, 5	1
	Program Evaluation Tests (PET)					
		Science	1	2	1, 6	1
		Social Studies	1	2	1, 6	1
	Pupil Evaluation Program (PEP) - Gr 5 Writing					
		Writing	1	3	6	1
	Regents Competency Tests	Mathematics	1	2	1, 5	1
		Reading	1	2	4	1
		Writing	1	3	6	1
		Science	1	2	1, 5	1
		Social Studies	1	2	1, 6	1
	Regents Examination Program	Mathematics	1	2	1, 5, 6	1
		Other LA	1	2	1, 6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 6	1
		Geography	1	2	1, 6	
		History	1	2	1, 6	
		Foreign Lang.	1	2	1, 5, 11	1
	Second Language Proficiency Exams					
		Foreign Lang.	1	2, 3, 4	1, 6, 11	1
OH	4th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 **Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.**

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
OH	6th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1
	9th-Grade Proficiency Testing	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
	12th-Grade Proficiency Testing	Mathematics	1	2	1, 13	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Sources of Information	1	1	1	1
	Oklahoma Core Curriculum Tests - Multiple Choice	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Science	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
		Other	1	2	1	1

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7 = Voluntary at school level
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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
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12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
OK	Oklahoma Core Curriculum Tests - Writing	Writing	1	4	6	1
		Science				
		OK History - Grade 11				
OR	Reading, Writing, and Mathematics Assessment	Mathematics	1	2,4	1,6	2
		Reading	1	2	1	2
		Writing	1	3	6	2
PA	Reading, Writing, Mathematics	Mathematics	1	1,4	1,6	2
		Reading	1	1,4	1,6	2
		Writing	1	3	6	3
PR	Prueba Puertorriquena de Competencias Escolares	Mathematics	1	2	1, 14	1
		Reading	1	2	1, 14	1
		Writing	1	2	1, 14	1
		Other LA	1	2	1, 14	1
		Science	1	2	1, 14	1
		Social Studies	1	2	1, 14	1
RI	English Lang. Arts & Math Performance Assessment	Mathematics	1	2	1,5,6	1
		Reading	1	2	1,5,6	1
		Writing	1	2	1,5,6	1
	Health Education Performance Assessment	Health Ed.	1	2	1, 5, 6	2
	Writing Performance Assessment	Writing	1	3	6	1
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
	Criterion Referenced Tests - PACT grades 3 - 8	Mathematics	1	2	1, 4, 5	1
		Eng. Lang. Arts	1	2, 3	1, 4, 5, 6	1
	Criterion Referenced Tests - Readiness Test	integrated	1	2	1, 7, 8, 9, 11	1

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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
SC	Norm-Referenced Testing	Mathematics	3	1	1	1
		Reading	3	1	1	1
		Other LA	3	1	1	1
SD	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	2
		Reading	1	1	1	2
		Other LA	1	1	1	2
		Science	1	1	1	2
		Social Studies	1	1	1	2
		Civics	1	1	1	2
		Economics	1	1	1	2
		Geography	1	1	1	2
		History	1	1	1	2
	Stanford Writing Assessment, Third Edition	Writing	1	3	6	2
TN	Achievement Test - NRT	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Competency Test	Mathematics	1	2	4	1
		Other LA	1	2	4	1
	High School End of Course	Mathematics	1	1	1	1
	TCAP Writing Assessment	Writing	1	4	6	1
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	3	1,6	2
		Other LA	1	2,3	1,5,6	2
		Science	1	2	1	2
		Social Studies	1	2	1	2
		History	1	2	1	2
		Algebra I	1	2	1	2

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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
UT	Core Assessment CRT Program	Mathematics	6	2	1	1
		Reading	6	2	1	1
		Writing	6	2	1	1
		Science	6	2	1	1
	Core Curriculum Testing (Perf. Assessment)	Mathematics	7	4	6	1
		Reading	7	4	6	1
		Writing	7	3	6	1
		Other LA	7	4	6	1
		Science	7	4	6	1
		Social Studies	7	4	6	1
		Civics	7	4	2	1
		Economics	7	4	6	1
		Geography	7	4	6	1
		History	7	4	6	1
		Visual Arts	7	4	6	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
VA	Standards of Learning (SOL) Assessment Program	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2, 3	1, 6	2
		Science	1	2	1	2
		History	1	2	1	2
		Computer Skills	1	2	1	2
	Virginia Literacy Testing Program	Mathematics	1	2	1	1
		Reading	1	2	1, 4	1
		Writing	1	2, 3	6	1
	Virginia State Assessment NRT Program	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
VI	Terra Nova Assessments Series	Mathematics	1	1	1,6	1
		Reading	1	1	1,6	1
		Other LA	1	1	1,6	1
		Science	1	1	1,6	1
		Social Studies	1	1	1, 6	1

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Assessment Type(s)
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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	1, 6	1
		Science	1	2	1, 5	1
	Vermont Developmental Reading Assessment	Reading	1	4	10	1
WA	Norm Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
	Second Grade Reading	Reading	1	2, 4	7	3
	Washington Assessment of Student Learning	Mathematics	4th (1); 7th (7); 10th(7)	2	1,5,6	1
		Reading	4th (1); 7th (7); 10th(7)	2	1,5,6	1
		Writing	4th (1); 7th (7); 10th(7)	3	6	1
		Other LA	4th (1); 7th (7; 10th(7)	2	1,5,6	1
WI	Reading Comprehension	Reading	1	1, 2	1, 5	1
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics	1	1, 2	1, 5	1
		Reading	1	1, 2	1, 5	1
		Writing	1	3	6	1
		Other LA	1	3	3	1
		Science	1	1, 2	1, 5	1
		Social Studies	1	1, 2	1, 5	1
WV	ACT Explore	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Career/Voc. Ed.	1	1	1	1
	ACT Work Keys	Employ. Skills	1	2	1	1

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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
WV	Norm-referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
		Social Studies	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
	Writing Assessment					
		Writing	1	3	6	1
WY	Carl Perkins Assessment					
		Employ. Skills	3	4	7	1
		Career/Voc. Ed.	3	4	7, 8	1
	Wyoming Comprehensive Assessment System	Mathematics	1	1,2	1,5,6	2
		Reading	1	1,2	1,5,6	2
		Writing	1	3	1,6	2

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Assessment Administration
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Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

		Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☑	☐	☐	☑
AR	Criterion Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
	Norm Referenced Testing	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑
AS	SAT9	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☑
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☑	☐	☑
	Physical Fitness Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Florida Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐	☑
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 9th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Norm Referenced Test	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
IN	Statewide Assessment	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☐	☑
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	KCCT On-Demand	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☐	☑
	National Norm Reference Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Maryland School Performance Assessment Program	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
ME	Maine Educational Assessment	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☑	☐	☐	☑
	Grade 5 and 8 Science, Social Studies and Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☑	☐	☑
MN	Basic Standards Tests	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
MO	MAP	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐	☑
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing (end of course)	☑	☐	☐	☐	☑	☐	☑	☐	☐	☐	☑	☐	☑	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
NC	NC Annual Testing Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☑	☐	☐	☑
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☑	☐	☐	☑
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
NM	NM Achievement Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	NM High School Competency Exam	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	NM Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
NY	New York State Testing Program	☑	☐	☐	☑	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☑	☐	☑
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☐	☑
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☑	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Stanford Writing Assessment, Third Edition	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑	☐	☑
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	High School End of Course	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑
	TCAP Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☑	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

		Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
UT	Core Assessment CRT Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☑	☐	☐	☑
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☐	☑	☐	☑
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Second Grade Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑
WI	Reading Comprehension	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

		Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
WV	ACT Explore	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	Totals by State	41	20	20	30	31	4	18	18	28	12	31	19	9	40
	Totals by Jurisdiction	1	2	0	1	0	0	0	1	0	0	0	1	0	3
	Total	42	22	20	31	31	4	18	19	28	12	31	20	9	41
	Totals by Component	67	36	26	45	46	5	21	24	42	16	42	25	9	67

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
AK	California Achievement Test, fifth edition	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
AL	Alabama Direct Assessment of Writing	☐	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	
	High School Basic Skills Exit Exam	☐	☑	☐	
	Stanford Achievement Test, 9th edition	☑	☐	☐	Paper rulers
AR	Criterion Referenced Testing	☑	☐	☐	Ruler, pattern blocks, counters
	Norm Referenced Testing	☐	☑	☐	
AS	SAT9	☑	☐	☐	paper rulers
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	CHSPE	☐	☑	☐	
	GED	☑	☐	☐	A set of math formulas is included with the math test
	Golden State Exams	☑	☐	☐	Laboratory task kists for Biology, Chemistry, Physics, and Second-year Coordinated Science
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	Paper rulers
CO	Reading, Writing, and Mathematics	☑	☐	☐	ruler, protractor, math tiles
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	Paper rulers, science performance task items were provided
	Connecticut Mastery Test (CMT)	☑	☐	☐	Paper rulers
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☐	Rulers
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Tiles, Rulers
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
DE	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	
FL	Florida Comprehensive Assessment Test	☐	☑	☐	
	Florida Writing Assessment Program	☐	☐	☑	
	High School Competency Test	☐	☑	☐	
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	Tiles, counting objects
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	
HI	Credit by Examination	☐	☑	☐	
	Hawaii State Test of Essential Competencies	☐	☑	☐	
	Stanford Achievement Test 9th Ed.	☑	☐	☐	Paper rulers
IA	Standardized Testing ITBS and ITED	☐	☐	☑	
ID	Math Assessment	☑	☐	☐	Rulers, protractors, string, compass, etc.,
	Norm Referenced Test	☐	☐	☑	
	Writing Assessment	☐	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☑	☐	☐	Paper, rulers, protractors, punch-out coins
KS	Kansas Assessment Program	☑	☐	☐	Manipulatives are available in classroom for mathematics assessment.
KY	Alternate Portfolio	☐	☐	☑	
	KCCT On-Demand	☑	☐	☐	Grade 5 Mathematics - ruler
	National Norm Reference Test	☑	☐	☐	Mathematics - Rulers
	Writing Portfolio Assessment	☐	☐	☑	
LA	Graduation Exit Examination	☐	☑	☐	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	Paper rulers.
	Norm-referenced Testing Program	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	A paper model of a paper clip, as well as a paper ruler, algebra tiles, and paper triangles, rhombi, rectangles, squares, trapezoids, are included in the Grade 4 Mathematics Tool Kit. A paper ruler is included with the Grade 8 mathematics Tool Kit.
MD	High School Assessments	☐	☐	☐	
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program	☑	☐	☐	Various science materials (trays, eyedroppers, stirrers, plastic knifes, measuring spoons etc.,). Equipment (balance and microscope). Consumables (plastic straw, markers, masking tape, string, paper towels etc.,). Support Materials (markers, masking tape, calculators, rulers, scissors etc.,)
ME	Maine Educational Assessment	☑	☐	☐	Ruler, compass, or counters depending on the grade.
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	Acetate rulers, area grid, and protractors
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	Science investigation materials.
	MEAP High School Test	☑	☐	☐	An acetate sheet with a protractor, 10 x 10 grid, ruler, formula sheet
MN	Basic Standards Tests	☑	☐	☐	ruler
	Minnesota Comprehensive Assessments	☑	☐	☐	rulers
MO	MAP	☑	☐	☐	Rulers, coins, pattern blocks, protractor
MS	Career Planning and Assessment System (Note: Vocational completers only)	☐	☑	☐	
	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
	Subject Area Testing (end of course)	☑	☐	☐	Straight edge
MT	Student Assessment Requirement	☐	☑	☐	
NC	NC Annual Testing Program	☑	☐	☐	Rulers, protractors for End-of-Grades 3-8, graph paper.
	NC Testing Program - Competency Testing	☑	☐	☐	Rulers, graph paper, and protractors for the mathematics application section.
	NC Tests of Computer Skills	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	Rulers, punch out manipulatives of different shapes and sizes.
NE	No State Assessments 1998-99	☐	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Math reference sheet; ruler, paper tiles, sheet of counters; squares, cuisienaire rods, definition of math terms.
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	
	Grade Eight Proficiency Assessment	☑	☐	☐	Rulers and geometric shapes
NM	NM Achievement Assessment	☑	☐	☐	Ruler, protractor, tangram, pattern blocks
	NM High School Competency Exam	☐	☑	☐	
	NM Writing Assessment Program	☐	☐	☑	
	Reading Assessment for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☑	
	High School Proficiency Examination	☐	☑	☐	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	Ruler
NY	New York State Testing Program	☑	☐	☐	protractors and rulers
	Occupational Education Proficiency Examinations	☐	☑	☐	
	Program Evaluation Tests (PET)	☑	☐	☐	For gr 4 science -manipulative skills test numerous manipulatives were provided. They include a D cell battery, bulb, wire, steel washers, strapping tape, hand lens, marble, rock, sponge, pumice and a measuring cup.
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑	☐	
	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☑	☐	☐	graph paper, protractors, compasses, rulers
	Second Language Proficiency Exams	☐	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
OH	12th-Grade Proficiency Testing	☐	☑	☐	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	
PA	Reading, Writing, Mathematics	☐	☑	☐	
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	A variety of manipulatives could be used although they are not provided with the tests. Standard and metric rulers are provided.
	Health Education Performance Assessment	☐	☐	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	Rulers and protractors (calculators were allowed as a modification for disabled students)
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☐	rulers and protractors (calculators were allowed as a modification for disabled students)
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	blocks
	Norm-Referenced Testing	☑	☐	☐	paper rulers
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
	Stanford Writing Assessment, Third Edition	☐	☐	☑	
TN	Achievement Test - NRT	☑	☐	☐	Paper rulers
	Competency Test	☐	☑	☐	
	High School End of Course	☐	☑	☐	
	TCAP Writing Assessment	☐	☐	☑	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Paper rulers for grade 8 science; formula charts for grades 3-8 math and 10 math
UT	Core Assessment CRT Program	☑	☐	☐	Counters (e.g., beans, tokens) at grades 1 and 2.

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	Varies depending on exercise.
	Norm-Referenced Testing	☑	☐	☐	Rulers and scratch paper
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Compass, protractors, vinyl rulers
	Virginia Literacy Testing Program	☑	☐	☐	Dictionaries are provided during the writing test.
	Virginia State Assessment NRT Program	☑	☐	☐	Rulers
VI	Terra Nova Assessments Series	☑	☐	☐	Protractors, paper rulers, math tiles
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	Ruler
	Vermont Developmental Reading Assessment	☐	☐	☑	
WA	Norm Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☑	☐	☐	None provided, some allowed, ie, rulers, compass, math tiles, protractors
WI	Reading Comprehension	☐	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	Grade 4: Geometrical shapes and cardboard ruler. Grades 8 & 10: Protractors and cardboard rulers.
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	Norm-referenced Testing	☑	☐	☐	Rulers
	Writing Assessment	☐	☐	☑	
WY	Carl Perkins Assessment	☐	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	☐	rulers, protractors, shapes
	Totals by State	**38**	**27**		
	Totals by Jurisdiction	**2**	**1**		
	Total	**40**	**28**		

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
AK	California Achievement Test, fifth edition	☐	☑	☐	
	Norm-Referenced Testing	☐	☐	☐	
AL	Alabama Direct Assessment of Writing	☐	☑	☐	
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	Periodic Table Formula Page
	High School Basic Skills Exit Exam	☐	☑	☐	
	Stanford Achievement Test, 9th edition	☐	☑	☐	
AR	Criterion Referenced Testing	☑	☐	☐	Formula sheet, writer's checklist
	Norm Referenced Testing	☐	☑	☐	
AS	SAT9	☐	☑	☐	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	CHSPE	☐	☑	☐	
	GED	☐	☑	☐	
	Golden State Exams	☑	☐	☐	Periodic Table for Science exams
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	
CO	Reading, Writing, and Mathematics	☐	☑	☐	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	
	Connecticut Mastery Test (CMT)	☐	☑	☐	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Formulas
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☐	Dictionary, Thesaurus, Revision and Editing Checklist

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
FL	Florida Comprehensive Assessment Test	☑	☐	☐	For Grades 8 and 10, mathematics reference sheets containing conversions and formulas are provided. For Grade 5 appropriate formulas or conversions tables appear with each item.
	Florida Writing Assessment Program	☐	☐	☑	
	High School Competency Test	☑	☐	☐	Tables of mathematics conversions and formulas are presented within the mathematics section of the test.
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	Reference sheet - Science
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	
HI	Credit by Examination	☐	☑	☐	
	Hawaii State Test of Essential Competencies	☐	☑	☐	
	Stanford Achievement Test 9th Ed.	☐	☑	☐	
IA	Standardized Testing ITBS and ITED	☐	☐	☑	
ID	Math Assessment	☐	☑	☑	
	Norm Referenced Test	☐	☐	☑	
	Writing Assessment	☑	☐	☐	Classroom dictionaries, thesaurus
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☐	☐	☐	
KS	Kansas Assessment Program	☐	☑	☐	
KY	Alternate Portfolio	☐	☐	☑	
	KCCT On-Demand	☑	☐	☐	Grades 8 and 11 Mathematics – reference sheets
	National Norm Reference Test	☐	☑	☐	
	Writing Portfolio Assessment	☐	☐	☑	
LA	Graduation Exit Examination	☑	☐	☐	Yes, dictionaries were provided for the Written Composition test.

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
LA	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	A mathematics reference sheet is provided, with some formulas included.
	Norm-referenced Testing Program	☐	☑	☐	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	Dictionaries (provided by the schools) were allowed on the English Language Arts Composition test only. Mathematics formula sheets (provided by the Dept. of Education) were given to students at the time of testing (grades 8 and 10).
MD	High School Assessments	☐	☐	☐	
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program	☑	☐	☐	Dictionaries, reference sheets, etc.
ME	Maine Educational Assessment	☑	☐	☐	Writing - schools furnish dictionaries, thesauruses, poor speller lists. No other reference materials are allowed.
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	Science investigation journals. Social studies core democratic value sheets.
	MEAP High School Test	☑	☐	☐	Math formula sheet, area grid, protractor, rulers Sheet of core democratic values for social studies
MN	Basic Standards Tests	☑	☐	☐	formula sheets
	Minnesota Comprehensive Assessments	☐	☑	☐	
MO	MAP	☑	☐	☐	
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	☐	Formula sheet for math
	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
	Subject Area Testing (end of course)	☑	☐	☐	formula chart
MT	Student Assessment Requirement	☐	☑	☐	
NC	NC Annual Testing Program	☑	☐	☐	Formula sheets for math End-of-Grades 3-8.
	NC Testing Program - Competency Testing	☑	☑	☐	Formula sheets
	NC Tests of Computer Skills	☐	☑	☐	For the performance tests, students are required to use the computer.
	Norm-Referenced Testing Program	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	
NE	No State Assessments 1998-99	☐	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Use of dictionary and thesaurus are permitted on writing sample.
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	Mathematics reference sheet containing formulas, conversions, ruler, geometric shapes
	Grade Eight Proficiency Assessment	☑	☐	☐	Mathematics Reference Sheet which contained formulas, conversions, ruler, geometric shapes
NM	NM Achievement Assessment	☐	☑	☐	
	NM High School Competency Exam	☑	☐	☐	Dictionary and/or Thesaurus during writing of composition
	NM Writing Assessment Program	☑	☐	☐	Classroom reference materials.
	Reading Assessment for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	Grade 8 allowed dictionaries.
	High School Proficiency Examination	☑	☐	☐	Formula table for math test.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	
NY	New York State Testing Program	☐	☑	☐	
	Occupational Education Proficiency Examinations	☐	☑	☐	
	Program Evaluation Tests (PET)	☐	☑	☐	
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑	☐	
	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☑	☐	☐	science reference tables for chemistry, Earth science and physics
	Second Language Proficiency Exams	☐	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	
	12th-Grade Proficiency Testing	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	
PA	Reading, Writing, Mathematics	☑	☐	☐	Dictionary and Thesaurus
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☐	
	Health Education Performance Assessment	☐	☑	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	Formula sheets, dictionaries.
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	formula sheets, dictionaries, thesauruses
	Criterion Referenced Tests - Readiness Test	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
	Stanford Writing Assessment, Third Edition	☐	☑	☐	
TN	Achievement Test - NRT	☐	☑	☐	
	Competency Test	☐	☑	☐	
	High School End of Course	☑	☐	☐	math Reference sheets
	TCAP Writing Assessment	☐	☑	☐	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Dictionaries
UT	Core Assessment CRT Program	☐	☑	☐	
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	
	Norm-Referenced Testing	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Mathematics: formula sheets; Chemistry: Periodic table; Writing: Writers checklist, dictionary
	Virginia Literacy Testing Program	☐	☑	☐	
	Virginia State Assessment NRT Program	☐	☑	☐	
VI	Terra Nova Assessments Series	☐	☑	☐	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	For MATH only, a formula sheet was provided, students could use other materials that were customarily in use.
	Vermont Developmental Reading Assessment	☐	☐	☑	
WA	Norm Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☐	☑	☐	None provided, dictionaries, thesauruses allowed
WI	Reading Comprehension	☐	☑	☐	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	Norm-referenced Testing	☐	☑	☐	
	Writing Assessment	☑	☐	☐	Dictionaries at grade 4 only.
WY	Carl Perkins Assessment	☐	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	☐	Math reference sheets
	Totals by State	31	37		
	Totals by Jurisdiction	0	3		
	Total	31	40		

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
AK	California Achievement Test, fifth edition	☑	☐					CTB McGraw-Hill	
	Norm-Referenced Testing	☑	☐						
AL	Alabama Direct Assessment of Writing	☑	☐						
	Alabama High School Graduation Exam, Third Edition	☑	☐					CTB McGraw Hill	
	High School Basic Skills Exit Exam	☑	☐						
	Stanford Achievement Test, 9th edition	☑	☐		SEA selected subtests to be included			Harcourt Educational Measurement	Miriam Byers
AR	Criterion Referenced Testing	☑	☐					Data Recognition Corporation	Dr. Gayle Potter
	Norm Referenced Testing	☑	☐	Stanford Achievement Test, Ninth Edition.				Harcourt Educational Measurement	Doris Callahan
AS	SAT9	☑	☐	Stanford Achievement Test, 9th Edition				Harcourt Brace Measurement	DOE
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition				Harcourt Brace Educational Measurement	Kelly Powell
CA	Assessments in Career Education	☑	☐					Sacramento County Office of Education, West Ed	Richard Diaz
	CHSPE	☐	☐						
	GED	☐	☐						
	Golden State Exams	☑	☐						
	Physical Fitness Test	☑	☐	Fitnessgram/Human Kinekes					
	Standardized Testing and Reporting Program (STAR)	☑	☐	Stanford Achievement Test Ninth Edition Form T				Harcourt Educational Measurement	1100 local contracts
CO	Reading, Writing, and Mathematics	☑	☐		Use of multiple Item Sources			CTB-McGraw/Hill	

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
CT	Connecticut Academic Performance Test (CAPT)	☑	☐					Harcourt Educational Measurement	William Congero
	Connecticut Mastery Test (CMT)	☑	☐		Degrees of Reading Power developed by TASA			Harcourt Educational Measurement	William Congero
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	Stanford Achievement Test, 9th Edition (SAT9) - Problem Solving				Harcourt Brace	Wendy Roberts
	Delaware Student Testing Program - Reading NRT	☑	☐	Stanford Achievement Test, 9th Edition (SAT9)				Harcourt Brace	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐					Harcourt Brace	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Reading	☑	☐					Harcourt Brace	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Writing	☑	☐					Harcourt Brace	Wendy Roberts
FL	Florida Comprehensive Assessment Test	☑	☐					CTB/Mc Graw Hill	Dr. Cornelia S. Orr
	Florida Writing Assessment Program	☐	☑						Ms. Jo Ann Cawley
	High School Competency Test	☑	☐		Florida item bank only			National Computer Systems, Inc.	Mr. Jim Swingle
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐					Measurement, Inc.	Lynn Plunkett
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐					Georgia Assessment Project (Georgia State University)	Sharron Hunt
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	Iowa Tests of Basic Skills, Riverside Publishing				Riverside Publishing	Jean Cohen
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐					Test Scoring and Reporting Services	Sandra McCullough

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
HI	Credit by Examination	☑	☐					Varied, depending on test content	Selvin Chin-Chance
	Hawaii State Test of Essential Competencies	☐	☑						
	Stanford Achievement Test 9th Ed.	☑	☐	Stanford Achievement Test 9th Ed.				Harcourt Brace	Selvin Chin-Chance
IA	Standardized Testing ITBS and ITED	☐	☑						
ID	Math Assessment	☐	☑						
	Norm Referenced Test	☑	☐	ITBS and TAP form K				Riverside Publishers	Sally Tiel
	Writing Assessment	☐	☑						
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐				Illinois Standards Achievement Test	Metritech, Inc.	
IN	Statewide Assessment	☑	☐					CTB McGraw-Hill	
KS	Kansas Assessment Program	☑	☐				Kansas University - Center for Educational Testing and Evaluation		Cheryl Randall
KY	Alternate Portfolio	☑	☐				Kentucky Department of Education and University of Kentucky Institute for Human Development	University of Kentucky Institute for Human Development	C. Scott Trimble
	KCCT On-Demand	☑	☐				CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	C. Scott Trimble
	National Norm Reference Test	☑	☐		CTBS/5 Survey -- Reading Language Arts and Mathematics Only			CTB/McGraw Hill	C. Scott Trimble
	Writing Portfolio Assessment	☑	☐				CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	Data Recognition Corporation	C. Scott Trimble

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
LA	Graduation Exit Examination	☑	☐				Developed by IOX; Administered by NCS.		Scott Norton
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐				Developed by Advanced Systems in Measurement and Evaluation		Scott Norton
	Norm-referenced Testing Program	☑	☐	The Iowa Tests				Riverside Publishing	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐				Massachusetts Comprehensive Assessment System, a CRT	Advance Systems in Measurement and Evaluation, Inc. (ASME)	Jeff Nellhaus and Katherine Viator
MD	High School Assessments	☑	☐				High School Assessments, English I, Government, Algebra, Geometry, and Biology	CTB/McGraw Hill	Janet Bagsby
	Maryland Functional Tests	☐	☑						
	Maryland School Performance Assessment Program	☑	☐					CTB/McGraw Hill	Martin Kehe
ME	Maine Educational Assessment	☑	☐					Advanced Systems in Measurement Inc	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐						
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐					Measurement Incorporated, Riverside Publishing	Chris Schram
	MEAP High School Test	☑	☐					Riverside Publishing (social studies only)	
MN	Basic Standards Tests	☐	☐					National Computer Systems	
	Minnesota Comprehensive Assessments	☑	☐					National Computer Systems	
MO	MAP	☑	☐		CTB McGraw-Hill TERRA NOVA Survey		First 2 Sessions of Social Studies, Math, Communication Arts, Science	CTB McGraw-Hill	Orlo Shroyer

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	ACT WorKeys			MS Occupational Specific and Performance Assessments	ACT	Cindy Simmons
	Functional Literacy Examination	☑	☐				Functional Literacy Examination	National Computer Systems	Jim Simmons
	Norm-Referenced Testing	☑	☐	ITBS&TAP Survey Batteries and Riverside Performance Assessments				Riverside	Valerie Troiani
	Subject Area Testing (end of course)	☑	☐				Algebra 1, Biology 1, US History from 1877	Harcourt Educational Measurement	Deborah Zischke
MT	Student Assessment Requirement	☑	☐	Stanford, ITBS, CTBS - for grades 4, 8, and 11					
NC	NC Annual Testing Program	☐	☑						
	NC Testing Program - Competency Testing	☐	☑						
	NC Tests of Computer Skills	☐	☑						
	Norm-Referenced Testing Program	☐	☐					Riverside Publishing Company	Tammy Howard/Mildred Bazemore
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	TerraNova: Multiple Assessment & Complete Battery Plus					
NE	No State Assessments 1998-99	☐	☐						
NH	NH Educational Improvement and Assessment Program	☑	☐					Advanced Systems in Measurement & Evaluation, Inc.	William B. Ewert
NJ	Grade 11 High School Proficiency Test	☑	☐					National Computer Systems; Iowa City, Iowa, Betty Hyde (NCS);	Veronica Orsi (NJDOE)
	Grade Eight Proficiency Assessment	☑	☐					National Computer Systems, Iowa City, Iowa; Barbara Woods(NCS)	Stacy Shack (NJDOE)

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
NM	NM Achievement Assessment	☑	☐	CTBS 5/Terra Nova Survey Plus			Custom CRT supplement	CTB/McGraw-Hill	Theresa Watson
	NM High School Competency Exam	☑	☐				CRT with MC and PA items	CTB/McGraw-Hill	Jim Travelstead
	NM Writing Assessment Program	☐	☐				New Mexico Writing Assessment Program	Measurement, Inc.	Jim Travelstead
	Reading Assessment for Grades 1 and 2	☐	☑						
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐				Adaptation by teachers within state using NWREL model		
	High School Proficiency Examination	☑	☐					Multiple contracts for variety of item writers from schools and districts	Thomas Klein
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	TerraNova Complete Battery Plus - CTB/McGraw-Hill					
NY	New York State Testing Program	☑	☐					CTB/McGraw Hill	
	Occupational Education Proficiency Examinations	☐	☑						
	Program Evaluation Tests (PET)	☐	☑						
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑						
	Regents Competency Tests	☑	☐		DRP by TASA				
	Regents Examination Program	☐	☑						
	Second Language Proficiency Exams	☐	☑						

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
OH	4th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Paula Mahaley
	6th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Paula Mahaley
	9th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Tom Bulgrin
	12th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Tom Bulgrin
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	Iowa Tests of Basic Skills				Riverside Publishing Company	Katie Dunlap
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐				Oklahoma Core Curriculum Tests - Multiple Choice	CTB/McGraw-Hill	Katie Dunlap
	Oklahoma Core Curriculum Tests - Writing	☑	☐				Oklahoma Core Curriculum Tests - Writing	CTB/McGraw-Hill	Katie Dunlap
OR	Reading, Writing, and Mathematics Assessment	☑	☐						Steve Slater
PA	Reading, Writing, Mathematics	☑	☐				By state teachers	Data Recognition Corp.	For test demonstraton and storing
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐					Puerto Rico Psychometric Corporation	Dr. Isidra Albino and Dr. Victor Fajardo
RI	English Lang. Arts & Math Performance Assessment	☑	☐		New Standards Reference Exams with customized student demographic sheets			Harcourt Brace Education Measurements	Ellen Hedlund, Ph.D.
	Health Education Performance Assessment	☑	☐					Advanced Systems in Measurement	Cynthia Corbridge
	Writing Performance Assessment	☐	☑						

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐					Instructional Objectives Exchange	Development occurred in the mid 1980's
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑						
	Criterion Referenced Tests - Readiness Test	☑	☐		Cognitive Skills Assessment Battery				
	Norm-Referenced Testing	☑	☐	TerraNova, CTB McGraw-Hill					
SD	Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition	Stanford Writing Assessment, Third Edition			Harcourt Educational Measurement	Gary Skoglund
	Stanford Writing Assessment, Third Edition	☑	☐						
TN	Achievement Test - NRT	☑	☐	TerraNova - Complete battery plus				CTB - McGraw-Hill	
	Competency Test	☐	☑						
	High School End of Course	☑	☐					CTB McGraw-Hill	
	TCAP Writing Assessment	☐	☑						
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐				TAAS, end-of-course	National Computer Systems, Harcourt Educational Measurement, and Measurement Incorporated	
UT	Core Assessment CRT Program	☑	☐				IBRIC		Dr. Barbara Lawrence, Coordinator, Eval. & Assessment
	Core Curriculum Testing (Perf. Assessment)	☑	☐				Profiles Corporation and IBRIC		
	Norm-Referenced Testing	☑	☐	Stanford 9th Edition - Harcourt Brace					

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
VA	Standards of Learning (SOL) Assessment Program	☑	☐				Criterion-referenced; Harcourt Brace Educational Meas	Harcourt Brace Educational Measurement	Cameron Harris
	Virginia Literacy Testing Program	☑	☐		Degrees of Reading Power Test, TASA, Inc.			TASA, Inc.	Shelley Loving-Ryder
	Virginia State Assessment NRT Program	☑	☐		Stanford 9, Form TA, Abbreviated			Harcourt Brace Educational Measurement	Cameron Harris
VI	Terra Nova Assessments Series	☑	☐	Norm-referenced				CTB McGraw-Hill	DOE
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	New Standards Reference Exams			Vermont Science Assessment Vermont Developmental Reading Assessment	CTB/McGraw Hill Pearson Learning	Nicole Saginor (Vermont Institute for Science, Math, and Technology) Sue Biggam, Vermont DOE
	Vermont Developmental Reading Assessment	☑	☐		Commercial Press: Developmental Reading Assessment				Sue Biggam
WA	Norm Referenced Testing	☑	☐						
	Second Grade Reading	☐	☐	Passages from oral reading assessments				Reading and assessment consultants assisted in the selection of the passages. Regional university research center assisted with collection of field test data,	Lesley Thompson
	Washington Assessment of Student Learning	☑	☐				Washington Assessment of Student Learning	Riverside	Bob Silverman
WI	Reading Comprehension	☑	☐				MetriTech, Inc. and Wisconsin educators		Vicki Fredrick
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐					(TerraNova) CTB McGraw-Hill, Monterey, CA.	Marsha Behnke

Question 3.1.13 Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
WV	ACT Explore	☑	☐	ACT Explore				American College Testing Co.	
	ACT Work Keys	☑	☐	ACT Work Keys				American College Testing	
	Norm-referenced Testing	☑	☐	Stanford Achievement Test					
	Writing Assessment	☐	☑						
WY	Carl Perkins Assessment	☑	☐				Carl Perkins II Assessment, Region V BOCES Center for School Improvement	Region V BOCES Center for School Improvement	Terri Wigert
	Wyoming Comprehensive Assessment System	☑	☐	CTB TerraNova Survey Battery			Wyoming Comprehensive Assessment System	Advanced Systems in Measurement and Evaluation, Inc.	Scott Marion
	Totals by State	47	12	22	12	0	19		
	Totals by Jurisdiction	3	0	2	0	0	0		
	Total	50	12	24	12	0	19		

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
AK	California Achievement Test, fifth edition	☑	☐	CTB McGraw-Hill
	Norm-Referenced Testing	☐	☐	
AL	Alabama Direct Assessment of Writing	☑	☐	
	Alabama High School Graduation Exam, Third Edition	☑	☐	
	High School Basic Skills Exit Exam	☑	☐	
	Stanford Achievement Test, 9th edition	☑	☐	Harcourt Educational Measurement
AR	Criterion Referenced Testing	☑	☐	Data Recognition Corporation
	Norm Referenced Testing	☑	☐	Harcourt Educational Measurement
AS	SAT9	☑	☐	Harcourt Brace
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	Harcourt Brace Educational Measurement
CA	Assessments in Career Education	☑	☐	Sacramento County Office of Education, West Ed, Education Data Systems
	CHSPE	☐	☐	
	GED	☑	☐	Educational Testing Service
	Golden State Exams	☑	☐	Sacramento County Office of Education and Education Data Systems
	Physical Fitness Test	☑	☐	Educational Data Systems
	Standardized Testing and Reporting Program (STAR)	☑	☐	Harcourt
CO	Reading, Writing, and Mathematics	☑	☐	CTB-McGraw/Hill
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	Harcourt Educational Measurement
	Connecticut Mastery Test (CMT)	☑	☐	Harcourt Educational Measurement, Measurement Incorporated
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Reading NRT	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	Harcourt Brace
FL	Florida Comprehensive Assessment Test	☑	☐	CTB/Mc Graw Hill
	Florida Writing Assessment Program	☑	☐	Measurement Inc./NCS and hired readers

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
FL	High School Competency Test	☑	☐	National Computer Systems, Inc.
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	Test Scoring and Reporting Service
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	Test Scoring and Reporting Services
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	Riverside Publishing
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	Test Scoring and Reporting Services
HI	Credit by Examination	☐	☑	
	Hawaii State Test of Essential Competencies	☐	☑	
	Stanford Achievement Test 9th Ed.	☑	☐	Harcourt Brace
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm Referenced Test	☑	☐	Riverside Publishers
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	National Computer Systems and Measurement, Inc.
IN	Statewide Assessment	☐	☐	
KS	Kansas Assessment Program	☑	☐	Kansas University - Center for Educational Testing and Evaluation
KY	Alternate Portfolio	☑	☐	University of Kentucky Institute for Human Development
	KCCT On-Demand	☑	☐	Data Recognition Corporation
	National Norm Reference Test	☑	☐	CTB/McGraw Hill
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination	☑	☐	NCS
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	Data Recognition Corporation
	Norm-referenced Testing Program	☑	☐	Riverside Publishing
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	Advance Systems in Measurement and Evaluation, Inc. (ASME)
MD	High School Assessments	☑	☐	Measurement Incorporated
	Maryland Functional Tests	☑	☐	Measurement Incorporated (for Writing Test only)
	Maryland School Performance Assessment Program	☑	☐	Measurement, Inc.
ME	Maine Educational Assessment	☐	☐	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	NCS

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
MI	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	NCS and Measurement Inc.
	MEAP High School Test	☑	☐	NCS, Measurement Inc.
MN	Basic Standards Tests	☑	☐	NCS
	Minnesota Comprehensive Assessments	☑	☐	National Computer Systems
MO	MAP	☑	☐	CTB McGraw-Hill
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	ACT
	Functional Literacy Examination	☑	☐	National Computer Systems
	Norm-Referenced Testing	☑	☐	Riverside Publishing
	Subject Area Testing (end of course)	☑	☐	Measurement, Inc.
MT	Student Assessment Requirement	☑	☐	Publishers.
NC	NC Annual Testing Program	☐	☑	
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☑	☐	National Computer Systems (NCS) scores the performance component of the test. The multiple-choice tests are scanned and scored locally.
	Norm-Referenced Testing Program	☑	☐	Riverside Publishing Company
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	CTB McGraw-Hill
NE	No State Assessments 1998-99	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	Advanced Systems in Measurement & Evaluation, Inc.
NJ	Grade 11 High School Proficiency Test	☑	☐	Measurement, Inc., Durham, NC
	Grade Eight Proficiency Assessment	☑	☐	Measurement, Inc., Durham, NC
NM	NM Achievement Assessment	☑	☐	CTB/McGraw-Hill
	NM High School Competency Exam	☑	☐	CTB/McGraw-Hill
	NM Writing Assessment Program	☑	☐	Measurement, Inc.
	Reading Assessment for Grades 1 and 2	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	Groups of teachers from within state
	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	CTB/McGraw-Hill
NY	New York State Testing Program	☑	☐	CTB/McGraw Hill

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
NY	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑	
	Regents Competency Tests	☐	☑	
	Regents Examination Program	☐	☑	
	Second Language Proficiency Exams	☐	☑	
OH	4th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement, Inc.
	6th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement, Inc.
	9th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement, Inc.
	12th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement Incorporated
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	Riverside Publishing Company
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	
	Oklahoma Core Curriculum Tests - Writing	☑	☐	CTB/McGraw-Hill
OR	Reading, Writing, and Mathematics Assessment	☐	☑	
PA	Reading, Writing, Mathematics	☑	☐	Data Recognition Corporation
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	Puerto Rico Psychometric Corporation
RI	English Lang. Arts & Math Performance Assessment	☑	☐	Harcourt Education Measurements
	Health Education Performance Assessment	☑	☐	Advanced Systems
	Writing Performance Assessment	☑	☐	Advanced Systems in Measurement
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐	Data Recognition Corporation
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	Data Recognition Corporation
	Criterion Referenced Tests - Readiness Test	☐	☑	
	Norm-Referenced Testing	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	☑	☐	Harcourt Educational Measurement
	Stanford Writing Assessment, Third Edition	☑	☐	

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
TN	Achievement Test - NRT	☑	☐	CTB - McGraw-Hill
	Competency Test	☐	☑	
	High School End of Course	☑	☐	CTB McGraw-Hill
	TCAP Writing Assessment	☑	☐	Measurement Inc.
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	National Computer Systems
UT	Core Assessment CRT Program	☐	☑	
	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	Harcourt Brace Educational Measurement
	Virginia Literacy Testing Program	☑	☐	Data Recognition Corporation
	Virginia State Assessment NRT Program	☑	☐	Harcourt Brace Educational Measurement
VI	Terra Nova Assessments Series	☑	☐	CTB McGraw-Hill
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	NSRE-Harcourt Educational Measurement, VTSCI-CTB/McGraw-Hill
	Vermont Developmental Reading Assessment	☑	☐	UNISCORE, Incorporated
WA	Norm Referenced Testing	☑	☐	the Riverside Publishing Company
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☑	☐	NCS
WI	Reading Comprehension	☑	☐	MetriTech, Inc.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	CTB McGraw-Hill
WV	ACT Explore	☑	☐	American College Testing
	ACT Work Keys	☑	☐	American College Testing
	Norm-referenced Testing	☑	☐	Harcourt Brace - Grades 1 and 2 only
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	Advanced Systems in Measurement and Evaluation, Inc.

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers developed items	 edited items	 piloted items	 helped to select items	 scored items
AK	California Achievement Test, fifth edition	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☑	☑	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☑	☐
	High School Basic Skills Exit Exam	☑	☑	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☑	☐	☑	☐
	Norm Referenced Testing	☐	☐	☐	☐	☐
AS	SAT9	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☑	☑	☑	☑
	CHSPE	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☐	☐
	Golden State Exams	☑	☑	☑	☑	☑
	Physical Fitness Test	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
DE	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☑	☑
	Florida Writing Assessment Program	☑	☑	☐	☑	☐
	High School Competency Test	☐	☑	☐	☑	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☑	☑	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☑	☑	☑	☑
HI	Credit by Examination	☑	☑	☑	☐	☐
	Hawaii State Test of Essential Competencies	☑	☑	☑	☐	☐
	Stanford Achievement Test 9th Ed.	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☑	☑	☑	☑
	Norm Referenced Test	☐	☐	☐	☐	☐
	Writing Assessment	☑	☑	☑	☑	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☑	☐	☑	☑
	KCCT On-Demand	☑	☑	☐	☑	☐
	National Norm Reference Test	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☑	☐	☑	☑
LA	Graduation Exit Examination	☐	☑	☑	☑	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers				
		developed items	edited items	piloted items	helped to select items	scored items
LA	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	☑	☑	☐
	Norm-referenced Testing Program	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☐	☑	☑
MD	High School Assessments	☑	☑	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☑
	Maryland School Performance Assessment Program	☑	☐	☑	☐	☑
ME	Maine Educational Assessment	☑	☐	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☑	☑	☑
	MEAP High School Test	☑	☑	☑	☑	☑
MN	Basic Standards Tests	☐	☑	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☑	☐
MO	MAP	☑	☑	☑	☑	☑
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	☐	☑	☐
	Functional Literacy Examination	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
	Subject Area Testing (end of course)	☑	☑	☐	☑	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☐	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☐	☑	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☑	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☑	☐
NM	NM Achievement Assessment	☑	☑	☐	☑	☐
	NM High School Competency Exam	☑	☑	☐	☑	☐
	NM Writing Assessment Program	☐	☐	☐	☑	☐
	Reading Assessment for Grades 1 and 2	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☑	☑	☑
	High School Proficiency Examination	☑	☑	☑	☑	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☑	☑	☑	☑
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☑	☑	☑	☑	☑
	Regents Competency Tests	☑	☑	☑	☑	☑
	Regents Examination Program	☑	☑	☑	☑	☑
	Second Language Proficiency Exams	☑	☑	☑	☑	☑
OH	4th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☐	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☑	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☑
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☑	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☐	☐
	Writing Performance Assessment	☑	☑	☐	☑	☑
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☐	☐	☑	☐
TN	Achievement Test - NRT	☐	☐	☐	☐	☐
	Competency Test	☐	☐	☐	☐	☐
	High School End of Course	☑	☑	☑	☑	☐
	TCAP Writing Assessment	☑	☑	☑	☑	☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☐	☑	☐
UT	Core Assessment CRT Program	☑	☐	☑	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☑

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers				
		developed items	edited items	piloted items	helped to select items	scored items
UT	Norm-Referenced Testing	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☑	☑	☐
	Virginia Literacy Testing Program	☐	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☑
WA	Norm Referenced Testing	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☑
	Washington Assessment of Student Learning	☑	☑	☑	☑	☐
WI	Reading Comprehension	☑	☑	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☑	☑
WV	ACT Explore	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☑
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑
	Wyoming Comprehensive Assessment System	☐	☑	☐	☑	☐
	Totals by State	34	39	25	38	22
	Totals by Jurisdiction	1	1	1	0	0
	Total	35	40	26	38	22

TM

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ASSESSMENT
PROGRAMS
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State Student Assessment Programs

annual survey

spring 2001

Data Volume II

Data on 1998-1999 Statewide Student Assessment Programs

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position, CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers, or the U.S. Department of Education.

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We are extremely thankful to everyone who helped us in the many steps along the way of completing the 1999 Annual Survey of State Student Assessment Programs.

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Order Form

PREFACE

This year marks the seventh edition of the *Summary of State Student Assessment Programs* and the third year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory to produce the State Student Assessment Programs (SSAP) database. The current survey was funded in the past by the National Center for Education Statistics, and produced with the cooperation of state education agencies. The SSAP Survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

The survey summarizes what is occurring in statewide assessment programs, and provides information on trends in state assessment activities. The 1999 survey was reviewed and revised by the Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP). The survey was mailed to the states in February 2000, and states were asked to describe the assessment program(s) they operated during the 1998-99 school year. Surveys were received from April 2000 through December 2000. CCSSO staff processed the survey information, and after completing data entry and initial editing, the data were returned to the states for a quality control and verification step, with each state assessment director receiving a copy of his or her state's information for review. Revisions or updates were sent to CCSSO and changes were made to the database.

In the Data Volumes, most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate.

Two staff members at CCSSO are responsible for the 1999 SSAP survey. John Olson is serving as Director of Assessments in the State Education Assessment Center and directs the SSAP project. Ida Jones is serving as Project Associate in the Center, and is responsible for the conduct of the survey, data entry, and summarization of the results. Carl Andrews, formerly the Project Associate for the SSAP, was involved in activities during the first half of 2000. In addition to these staff, Linda Bond of CTB/McGraw Hill continued in her role of providing invaluable guidance to the review and summarization of the data. All three worked as a team to produce the reports.

The *Data from the Annual Survey of State Student Assessment Programs, 1998-99,* Volumes I and II, plus the prior six years of data, provide a rich lode of information on the status of, and trends in, state assessment policy and practice. The data contained in these documents include responses from all 53 states and jurisdictions that responded to the survey. The data are also available in electronic form, on either diskette or CD ROM. A companion document, *State Student Assessment Programs Annual Survey: A Summary Report, 1998-99 Data* (Spring 2001), is also available from CCSSO, and presents the reader with information about the status of state assessment programs, as well as descriptions of how the programs have changed over the years. An order form is attached to this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this document, state assessment programs, or the SSAP database.

John F. Olson Director of Assessments CCSSO	Ida A. Jones Project Associate CCSSO	Linda Bond National Assessment Consultant CTB/McGraw Hill

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑ Graduation with an Alabama high school diploma
	High School Basic Skills Exit Exam	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑ Graduation with an Alabama high school diploma
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Norm Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
AS	SAT9	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑ Local uses
CO	Reading, Writing, and Mathematics	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑ Results are used for school accountability
	Florida Writing Assessment Program	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑ Results are used for school accountability.
	High School Competency Test	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☑ High school graduation
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Stanford Achievement Test 9th Ed.	☑	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All of the above are local decisions

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Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
ID	Math Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Norm Referenced Test	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Writing Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
IN	Statewide Assessment	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	KCCT On-Demand	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	National Norm Reference Test	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
LA	Graduation Exit Examination	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing Program	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☑	☑	☐	☐	☐	☑	☐	☑ Results are used by schools for decisions about remediation.
	Maryland School Performance Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☑ The use of assessment results for instructional purposes is determined by the local school districts. MDE Staff use results to help with professional development materials and workshops to assist educators with instruction.
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☑ The use of the assessment results for instructional purposes is determined by the local school districts. MDE staff use results to help with professional development materials and workshops to assist educators with instruction.
MN	Basic Standards Tests	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
MS	Career Planning and Assessment System (Note: Vocational completers only)	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
	Functional Literacy Examination	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Subject Area Testing (end of course)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑ Local decisions for use

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
NC	NC Annual Testing Program	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☑	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐
	Norm-Referenced Testing Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ SEA-National Comparisons
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Students are to use the results to identify for themselves strengths and weaknesses. In addition many schools ask the students to interpret the results to the parents.
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑ Local option

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
	High School Proficiency Examination	☑	☐	☑	☐	☑	☐	☑	☐	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☑	☐	☐	☐	☑	☐	☐	☑	☑	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐	☑	☑	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Identification of low performing schools 28 out of 1538.
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
TN	Achievement Test - NRT	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☑ School improvement planning process
	Competency Test	☑	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐
	High School End of Course	☑	☐	☑	☐	☐	☑	☑	☐	☐	☑	☐
	TCAP Writing Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
UT	Core Assessment CRT Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Second Grade Reading	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
WI	Reading Comprehension	☑	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
WV	ACT Explore	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Writing Assessment	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Totals by State	49	5	28	17	38	44	48	42	29	35	11
	Totals by Jurisdiction	3	0	2	1	1	3	3	2	2	2	1
	Total	52	5	30	18	39	47	51	44	31	37	12

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Report to public
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AS	SAT9	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
CA	Assessments in Career Education	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☑ Local uses
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑ Credit assigned as appropriate
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
	Stanford Achievement Test 9th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Student Classifications
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Maryland School Performance Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Endorse the locally issued high school transcript.
MN	Basic Standards Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ Dual credit payment for professional Advancement
MS	Career Planning and Assessment System (Note: Vocational completers only)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing (end of course)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local districts may use for a locally specified purpose.

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
NC	NC Annual Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☑	☑	☐	☐	☐	☑	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☐	☑	☑	☐	☑	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
NY	New York State Testing Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Second Language Proficiency Exams	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ To earn 1 unit of high school credit in second language

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
OH	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☐	☐	☐	☐	☑	☑	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☑ HS tests must be passed to verify course credit
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
WA	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	31	39	10	3	9	6	7	19	3	11	9
	Totals by Jurisdictions	1	2	1	0	0	0	0	0	0	0	0
	Total	32	41	11	3	9	6	7	19	3	11	9

Question 3.2.3 Were assessment results from this component used for school accountability purposes (affecting all people in the school building)? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ District report cards.
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☑	☐	☑	☑	☐
AS	SAT9	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Florida Writing Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

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GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑ Public dissemination of results via DOE website
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 9th Ed.	☑	☐	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☑	☑	☐	☑	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐

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KY	Alternate Portfolio	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program	☑	☐	☑	☑	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐

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MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System (Note: Vocational completers only)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing (end of course)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ Scores reported publicly.
NC	NC Annual Testing Program	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑ Suspend school leadership.
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐	☐	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐

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NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑ SEA Accountability Report
	NM High School Competency Exam	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑ SEA Accountability Report
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Listed in state accountability report.
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑	☐	☑	☐	☑	☐	☐

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NY	New York State Testing Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☑	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
WI	Reading Comprehension	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Totals by State	41	20	13	11	5	9	36	2	29	21	10	15	17	0	8	3	7
	Totals by Jurisdiction	2	1	2	0	0	0	0	1	1	1	1	1	0	0	0	0	0
	Total	43	21	15	11	5	9	36	3	30	22	11	16	17	0	8	3	7

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AS	SAT9	☐	☑	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☑ Local Decision
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional development
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional Development
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
DE	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 9th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☑	☑	☑	☐	☑	☑	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
KS	Kansas Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☐	☑	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System (Note: Vocational completers only)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
MS	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing (end of course)	☐	☑	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☑ Possible at local level.
NC	NC Annual Testing Program	☑	☐	☑	☑	☐	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
NY	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
SC	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☑ There were no staff accountability measures from the state. We do not have information about these sorts of activities in the school or district.
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☐	☐	☐	☑	☐	☐
	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
VT	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Totals by State	5	47	2	2	1	0	2	2	4
	Totals by Jurisdiction	1	2	1	0	0	0	0	0	0
	Total	6	49	3	2	1	0	2	2	4

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
AK	California Achievement Test	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☐	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☑ Correlates to state standards - varying degrees depending on grade and subject
AR	Criterion Referenced Testing	☐	☐	☑	☐	☑ Address content standards which can be measured through on-demand testing
	Norm Referenced Testing	☐	☐	☐	☐	☑ Norm referenced
AS	SAT9	☐	☐	☑	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☑	☐
	CHSPE	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐
	Physical Fitness Test	☐	☐	☑	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐	☑ Some relationships identified after the fact NRT came first, then state standards were adopted
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
CT	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☐	☑	☐	☐
	Florida Writing Assessment Program	☐	☐	☑	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)	☐	☐	☑	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☑	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☑	☐	☐
HI	Credit by Examination	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
HI	Hawaii State Test of Essential Competencies	☐	☐	☑	☐	☐
	Stanford Achievement Test 9th Ed.	☐	☐	☑	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑	☐	☐
ID	Math Assessment	☐	☐	☐	☐	☑ Addresses all content standards in draft form
	Norm Referenced Test	☐	☐	☐	☐	☑ Content standard not final yet
	Writing Assessment	☐	☐	☑	☐	☐
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	☐	☐	☑	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☑	☐	☐
KY	Alternate Portfolio	☐	☐	☑	☐	☐
	KCCT On-Demand	☐	☐	☑	☐	☐
	National Norm Reference Test	☐	☐	☑	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☑ Assessment is based on state curriculum; new assessments will be aligned with content standards.
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐	☑ Assessment is aligned with content standards
	Norm-referenced Testing Program	☐	☐	☐	☐	☑ This norm-referenced test was developed independently of the Louisiana content standards.
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
MD	High School Assessments	☐	☐	☑	☐	☐
	Maryland Functional Tests	☐	☐	☐	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☑	☑	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☐	☑	☐	☐
	MEAP High School Test	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☐	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐
MO	MAP	☐	☐	☑	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐
	Functional Literacy Exam	☐	☐	☐	☐	☑ Based on Mississippi 1985 "Basic Literacy" standards.
	Norm-Referenced Testing	☐	☐	☐	☐	☑ Addresses 90% of content standards (approximately)
	Subject Area Testing	☐	☑	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☑ Since state content standards have recently been revised and adopted by the state board of education, these standards are in the process of being aligned to component.
NC	NC Annual Testing Program	☐	☑	☐	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
NC	NC Testing Program - Competency Testing	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☐	☐	☑	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☑ Minimal Alignment to Content Standards
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☑ A match was done with the CTBS/4 and the North Dakota English Language Arts Standards and Benchmarks as well as the North Dakota Mathematics Curriculum Frameworks by North Dakota teachers. Every item on the CTBS/4 addressed one or more of the standards and benchmark. As a result, we can say that the CTBS/4 is assessing what is in North Dakota's standards and benchmarks. However, not all of the standards and benchmarks are addressed by the CTBS/4. A match that was done with the new TerraNova and North Dakota's standards and benchmarks is very similar. We would like to obtain funding so that customized reports could be made for each standard and benchmark where an adequate assessment is done by the TerraNova.
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☑ Current assessment (HSPT) is based on test specifications developed in 1989 -- there is overlap with the newly-adopted Core Curriculum Content Standards appended in May 1996.
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑ Current assessment is based on test specifications developed in 1998-based on the newly-adopted core curriculum content standards appended in May 1996.

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
NM	NM Achievement Assessment	☐	☐	☐	☐	☑ Addresses most state content standards and benchmarks
	NM High School Competency Exam	☐	☐	☐	☐	☑ Addresses most content standards and benchmarks
	NM Writing Assessment Program	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☑ Local option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐
	High School Proficiency Examination	☐	☐	☑	☐	☑ Multiple-choice format in mathematics and reading limits components which can be addressed.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☑	☐
NY	NYS Testing Program	☐	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐
	Pupil Evaluation Program (PEP) - Gr 5 Writing only	☐	☐	☑	☐	☐
	Regents Competency Tests	☐	☐	☑	☐	☐
	Regents Examination Program	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
OH	9th-Grade Proficiency Testing	☐	☐	☑	☐	☐
	12th-Grade Proficiency Testing	☐	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐
	Criterion Referenced Tests - PACT	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☐	☑	☐	☐
TN	Achievement Test - NRT (3-8)	☐	☑	☐	☐	☐
	Competency Test	☐	☐	☑	☐	☐
	High School End of Course	☐	☑	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☑	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☑	☐	☐
UT	Core Assessment CRT Program	☐	☐	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☑	☑ Based on previous set of standards superceded by the current standards
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
WA	Norm Referenced Testing	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☐
	Washington Assessment of Student Learning	☐	☐	☑	☐	☐
WI	Reading Comprehension	☐	☐	☑	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☑	☐	☐
WV	ACT Explore	☐	☐	☑	☐	☐
	ACT Work Keys	☐	☐	☑	☐	☐
	Norm-referenced Testing	☐	☐	☑	☐	☐
	Writing Assessment	☐	☐	☑	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑ Vocational program standards include applications of content standards.
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐
	Totals by State	**0**	**13**	**41**	**6**	**14**
	Totals by Jurisdiction	**0**	**1**	**2**	**0**	**0**
	Total	**0**	**14**	**43**	**6**	**14**

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
AK	California Achievement Test	**Student**	☑	☑	Committee process.
		School	☐	☑	
	Norm-Referenced Testing	**Student**	☑	☐	Review by test publisher. A separate standards-setting (Angoff Process) with Alaskans in March 1997.
		School	☑	☐	
AL	Alabama Direct Assessment of Writing	**Student**	☑	☐	Established holistic scoring rubrics
		School	☑	☐	
	Alabama High School Graduation Exam, Third Edition	**Student**	☐	☑	May 2000 Standard Setting Committee of teachers
		School	☐	☑	
	High School Basic Skills Exit Exam	**Student**	☑	☐	Standard Setting Committee of Teachers
		School	☐	☑	
	Stanford Achievement Test, 9th edition	**Student**	☑	☐	A majority of students must be scoring at or above the 5th stanine or making adequate yearly progress toward that goal.
		School	☑	☐	
AR	Criterion Referenced Testing	**Student**	☑	☐	Committee of teachers participated in creation of definitions of performance standards and in setting the actual performance levels
		School	☐	☐	
	Norm Referenced Testing	**Student**	☐	☐	Academic Distress: any school district, for a three-year period, having 40% or more of the students performing at or below the 25th percentile on the basic battery
		School	☑	☐	
AS	SAT9	**Student**	☐	☑	
		School	☐	☑	
AZ	Stanford Achievement Test, Ninth Edition	**Student**	☑	☐	Modified Angoff, relating to a subset of items correlated with the State Standards
		School	☑	☐	
CA	Assessments in Career Education	**Student**	☐	☑	
		School	☐	☑	
	CHSPE	**Student**	☐	☑	
		School	☐	☑	
	GED	**Student**	☐	☑	N/A
		School	☐	☑	
	Golden State Exams	**Student**	☑	☐	Panel of content specialists and technical advisors.
		School	☐	☑	
	Physical Fitness Test	**Student**	☑	☐	Test publisher-developed research based levels of performance indicating adequate fitness.
		School	☐	☑	
	Standardized Testing and Reporting Program (STAR)	**Student**	☐	☑	For schools, scores are part of Academic Performance Index–points are assigned based on percentage of students scoring in each decile of national distribution. Maximum number of points is 1000 with state target of 800. Schools are to meet API targets
		School	☑	☐	
CO	Reading, Writing, and Mathematics	**Student**	☑	☐	CTB-McGraw/Hill Bookmarking procedure
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
CT	Connecticut Academic Performance Test (CAPT)	Student	☑	☐	A modified Angoff, student paper review, rubric review
		School	☑	☐	
	Connecticut Mastery Test (CMT)	Student	☑	☐	Modified Angoff, student materials review, student paper review
		School	☑	☐	
DE	Delaware Student Testing Program - Mathematics NRT	Student	☐	☑	
		School	☐	☐	
	Delaware Student Testing Program - Reading NRT	Student	☐	☑	
		School	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	Student	☑	☐	Item Mapping
		School	☑	☐	
	Delaware Student Testing Program - Standards-Based Reading	Student	☑	☐	See record 3 -DSTP Standards-Based Mathematics
		School	☑	☐	
	Delaware Student Testing Program - Standards-Based Writing	Student	☑	☐	See record 3 -DSTP Standards-Based Mathematics
		School	☑	☐	
FL	Florida Comprehensive Assessment Test	Student	☑	☐	Student achievement levels and school accountability standards were adopted by the State Board of Education based on the recommendation of the Comissioner of Education after consultation with various representative groups.
		School	☑	☐	
	Florida Writing Assessment Program	Student	☐	☑	Standards for critically low schools were set that included the use of results form the writing assessment. Standards were set by the Department through a policy review.
		School	☑	☐	
	High School Competency Test	Student	☑	☐	Passing standards for the test were set by the SBE upon recommendation of the commissioner.
		School	☐	☐	
GA	Georgia High School Graduation Tests (GHSGT)	Student	☑	☐	Student performance standards were set by committees of Georgia educators.
		School	☐	☑	
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)	Student	☑	☐	
		School	☐	☑	
	Iowa Tests of Basic Skills, Complete Battery	Student	☐	☑	
		School	☐	☑	
	Writing Assessments (Grades 3, 5, 8, 11)	Student	☑	☐	Standard setting employing teachers and actual student papers.
		School	☐	☑	
HI	Credit by Examination	Student	☑	☐	Modified Angoff methodology to determine pass scores.
		School	☐	☑	
	Hawaii State Test of Essential Competencies	Student	☑	☐	Minimal performance standards were determined using chi-square distribution methodology incorporating both conjunct and compensatory summary scores.
		School	☐	☑	
	Stanford Achievement Test 9th Ed.	Student	☐	☑	
		School	☐	☑	
IA	Standardized Testing ITBS and ITED	Student	☑	☐	Completed by Iowa Testing Program at the request of the state. Performance levels equal achievement levels.
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
ID	Math Assessment	**Student**	☐	☑	
		School	☐	☑	
	Norm Referenced Test	**Student**	☐	☑	
		School	☐	☑	
	Writing Assessment	**Student**	☑	☐	Scoring rubric for each grade level assessment
		School	☐	☐	
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	**Student**	☑	☐	Modified Angoff-Descriptive definition of performance by subject area.
		School	☑	☐	
IN	Statewide Assessment	**Student**	☑	☐	Bookmarking procedure
		School	☑	☐	
KS	Kansas Assessment Program	**Student**	☑	☐	Input from approximately 1,500 teachers. Performance distribution estimators.
		School	☑	☐	
KY	Alternate Portfolio	**Student**	☑	☐	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others
		School	☑	☐	
	KCCT On-Demand	**Student**	☑	☐	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others.
		School	☑	☐	
	National Norm Reference Test	**Student**	☐	☑	
		School	☐	☑	
	Writing Portfolio Assessment	**Student**	☑	☐	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others.
		School	☑	☐	
LA	Graduation Exit Examination	**Student**	☑	☐	When the program was developed, the state used the weighted contrasting groups method to set the performance standards.
		School	☐	☑	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	**Student**	☑	☐	The state used the bookmark procedure to set the performance standards. The bookmark method was used with reference to the state's NAEP performance.
		School	☐	☑	
	Norm-referenced Testing Program	**Student**	☐	☑	
		School	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	**Student**	☑	☐	Performance Standards Setting Panels used a standard-setting method referred to as the Student-Based Constructed Response (SBCR) Method, in which judges/panelists examine complete student response sets (student responses to multiple-choice questions and samples of actual student work on constructed-response questions) and match each student response set to one of the performance level categories. These performance level categories were based on definitions developed with the assistance of MCAS Assessment Development Committees.
		School	☐	☑	
MD	High School Assessments	**Student**	☐	☑	
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
MD	Maryland Functional Tests	Student School	☑ ☑	☐ ☐	A state level Standards Committee researched available information on standard setting, identified criteria for standards, and defined the terms satisfactory and excellent. (See explanation in MSPAP standard setting section for complete details.) A Standards Committee recommended a range for the standards to be set; a second committee, the Standards Council, recommended the exact standards to be set. The Maryland State Board of Education reviewed, slightly revised, and then approved the standards.
	Maryland School Performance Assessment Program (MSPAP)	Student School	☑ ☑	☐ ☐	A cornerstone of Maryland's reform effort is the process of setting standards against which schools are measured. Standards establish satisfactory and excellent performance levels for schools to meet in the areas of attendance, dropout rates, and assessed student knowledge on the MSPAP and the Maryland Functional Tests. Development of standards for MSPAP followed the same procedures used to establish the rigorous but attainable standards for the other data areas reported in the annual Maryland School Performance Report. A state level Standards Committee researched available information on standard setting, identified criteria for standards, and defined the terms satisfactory and excellent. Satisfactory performance denotes a level of performance that is realistic and rigorous for schools, school systems, and the state. It is an acceptable level of performance on a given variable, indicating proficiency in meeting the needs of students. Excellent performance denotes a level of performance that is highly challenging and clearly exemplary for schools, school systems, and the state. It is a distinguished level of performance on a given variable, indicating outstanding accomplishment in meeting the needs of students. Two groups participated in the standards setting process: 1. A 20 member Standards Committee that included teachers, school administrators, content area and assessment specialists, parents, students, university professors, and 2. A 17 member Standards Council that included representatives of local school systems, local boards of education, the state teacher's union, business interests, students, and the Maryland General Assembly. After reflecting on the ideal level of each data area, considering influencing factors, and reviewing empirical data, the Standards Committee recommended MSPAP Proficiency Level 3 to describe satisfactory performance; Proficiency Level 2 to describe excellent performance; and the percentage range of students who should score at these levels (i.e., 60% to 80% at the satisfactory level). The independent Standards Council concurred with the definitions of satisfactory and excellent and developed MSPAP standard levels from the recommended percentage ranges. The Standards Council recommended that 70% of the students must perform at Proficiency level 3 and above for a school to meet the satisfactory standard in a particular content area/grade level. For a school to meet the excellent standard, it must meet the satisfactory standard and 25% of students must perform at Proficiency level 2 and above. After public hearings, the Maryland State Board of Education formally adopted the MSPAP standards in December 1993. Score reports produced for the state, for each school system, and for each school contain numbers and percentages of students at each proficiency level and at satisfactory and excellent standards. School staff use these reports and the proficiency level descriptions to evaluate their school's performance in relation to the Maryland Learning Outcomes and to assess their progress toward meeting the standards.

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
ME	Maine Educational Assessment	Student	☑	☐	Body of Work method - involved panels of educators and citizens making judgements on the quality of student response to MEA items. Contrasting Groups method - involved teachers comparing quality of student work to performance level definitions. Same definitions were used in both methods.
		School	☐	☑	
MI	Grade 4 and 7 Reading and Mathematics	Student	☑	☐	Student--Modified Angoff Method. School--Advisory Committee comprised of local educators.
		School	☑	☐	
	Grade 5 and 8 Science, Social Studies and Writing	Student	☑	☐	Modified Angoff, Contrasting Groups
		School	☑	☐	
	MEAP High School Test	Student	☑	☐	Student: item mapping. School: advisory committee comprised of MI educators.
		School	☑	☐	
MN	Basic Standards Tests	Student	☑	☐	Modified Angoff
		School	☐	☑	
	Minnesota Comprehensive Assessments	Student	☐	☑	Modified Angoff process used to determine four proficiency levels for each subject.
		School	☑	☐	
MO	MAP	Student	☑	☐	Student achievement levels are set by "bookmark" method. School performance standards are State Board of Education Policy.
		School	☑	☐	
MS	Career Planning and Assessment System	Student	☐	☑	
		School	☐	☑	
	Functional Literacy Exam	Student	☑	☐	
		School	☐	☑	
	Norm-Referenced Testing	Student	☐	☑	
		School	☐	☑	
	Subject Area Testing	Student	☐	☑	
		School	☐	☑	
MT	Student Assessment Requirement	Student	☐	☑	
		School	☑	☐	
NC	NC Annual Testing Program	Student	☑	☐	Teacher judgments and previous student performance together to determine cut-off values-contrasting groups method.
		School	☑	☐	
	NC Testing Program - Competency Testing	Student	☑	☐	Pass fail score (Achievement Level III) determined for each subject tested (Reading and Math)- Contrasting Groups Method using achievement levels. Pass/Fail score determined also for the multiple choice and performance tests for computer skills.
		School	☑	☐	
	NC Tests of Computer Skills	Student	☑	☐	
		School	☐	☑	
	Norm-Referenced Testing Program	Student	☐	☑	
		School	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Student	☐	☐	Currently, we are using the same standards that were developed for the previous assessment for Title I, IASA purposes.
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
NE	No State Assessments 1998-99	Student	☐	☐	
		School	☐	☐	
NH	NH Educational Improvement and Assessment Program	Student	☑	☐	Modified student based constructed response method.
		School	☐	☑	
NJ	Grade 11 High School Proficiency Test	Student	☑	☐	For students: Committees of state educators set standards during the first year of the operational test with guidance of state department of education personnel. The standards are approved for use by the State Board of Education. For schools: State regulations governing district certification and monitoring require a certain proportion of students in each school within the district to pass state test standards. This is one of many elements by which districts are certified by the state. Failure to meet these standards could lead to closer state monitoring and eventual state takeover. In the past, takeovers have involved failure of many monitoring elements, not just the testing element.
		School	☑	☐	
	Grade Eight Proficiency Assessment	Student	☑	☐	Standard setting by committee of educators in state for first year of assessment.
		School	☑	☐	
NM	NM Achievement Assessment	Student	☑	☐	Standard setting during June '98 using bookmark procedures provided by CTB/McGraw-Hill
		School	☑	☐	
	NM High School Competency Exam	Student	☑	☐	Standard setting has recommended cut scores for pass/fail for individual students.
		School	☐	☑	
	NM Writing Assessment Program	Student	☑	☐	Teacher-developed holistic and analytic rubrics for each grade level and mode of discourse/range-finding process.
		School	☐	☑	
	Reading Assessments for Grades 1 and 2	Student	☑	☐	Locally determined as long as students fall into three district categories of reading proficiency for data aggregation.
		School	☑	☐	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Student	☑	☐	Scores are given by two different readers for each of two topics, ranging form 1-6 (11th/12th) or from 1-5 (4th & 8th). The scores for each are totaled and an average derived range = 2.0 - 12.0. The lowest passing score for 11th, 12th is 7.0. The 8th grade tests measure four traits: ideas, organization, voice, conventions. Students must earn a score >3 out of 5 for each of the 4 traits to be judged adequate overall. Judgments of adequacy are purposefully withheld at grade four.
		School	☐	☑	
	High School Proficiency Examination	Student	☑	☐	Standards setting committee of educators and laymen recommended standards to State Board.
		School	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	Student	☐	☑	
		School	☐	☑	
NY	NYS Testing Program	Student	☑	☐	Standard Setting Committees - As each test becomes operatioal, we use item mapping to set performance standards.
		School	☑	☐	
	Occupational Education Proficiency Examinations	Student	☑	☐	Criterion referenced
		School	☑	☐	
	Program Evaluation Tests (PET)	Student	☐	☑	
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
NY	Pupil Evaluation Program (PEP) - Gr 5 Writing only	**Student**	☑	☐	Criterion standards are used for all components
		School	☑	☐	
	Regents Competency Tests	**Student**	☑	☐	Criterion standards for students; schools are identified for "School Accountability Program" or for SURR status ("Schools Under Registration Review") based on a percent of student demonstrating competency for graduation by the end of grade 11.. One option is passing RCT reading, writing, and mathematics tests.
		School	☑	☐	
	Regents Examination Program	**Student**	☑	☐	Student - Criterion referenced; school - as newly designed Regents Examinations are phased in , they will assess new, higher learning standards. For new and revised Regents examination, the standards will be set by standard setting committees. Schools: Regents examinations in English and mathematics can be used to satisfy graduation competency requirements.
		School	☑	☐	
	Second Language Proficiency Exams	**Student**	☑	☐	Criterion referenced
		School	☐	☑	
OH	4th-Grade Proficiency Testing	**Student**	☑	☐	Committees of teachers recommended and State Board adopted standards for students. State Board recommended and legislature adopted standards for schools.
		School	☑	☐	
	6th-Grade Proficiency Testing	**Student**	☑	☐	Committees of teachers recommended and State Board adopted standards for students. State Board recommended and legislature adopted standards for schools
		School	☑	☐	
	9th-Grade Proficiency Testing	**Student**	☑	☐	Committees of educators, using agreed upon procedures, recommended standards which were reviewed by three other committees. After considering the recommendations of all groups, State Board adopted standards.
		School	☑	☐	
	12th-Grade Proficiency Testing	**Student**	☑	☐	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
		School	☑	☐	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	**Student**	☐	☑	The state legislature set the performance standard in identifying low-performing/high challenge schools.
		School	☑	☐	
	Oklahoma Core Curriculum Tests - Multiple Choice	**Student**	☑	☑	Objective model standard setting with representative Oklahoma educators, business, and community members.
		School	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	**Student**	☑	☐	Objective model standard setting with representative Oklahoma educators, business, and community members.
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
OR	Reading, Writing, and Mathematics Assessment	Student	☑	☐	Panels of teachers and curriculum specialists developed draft content standards, which were distributed throughout the state for review by a variety of audiences. Revisions were made before adoption by the State Board of Education. Performance standards were based on the draft content standards and iterative panel reviews of student work scored in accordance with the content standards. For multiple-choice assessments, panels used a "bookmarking" technique to identify the scale score that met their expectations for student performance. Assessments that were developed after adoption of the content standards have been approved by content panels charged with ensuring alignment with content standards. During the same time period, the State System of Higher Education developed content standards. During 1997-98, these two sets of content standards merged, (both were refined to allow alignment).
		School	☐	☑	
PA	Reading, Writing, Mathematics	Student	☐	☑	
		School	☐	☑	
PR	Prueba Puertorriquena de Competencias Escolares	Student	☑	☐	A group of teachers, supervisors and school directors were invited by the Psychometric Corporation to work in the alignment of standards to the test.
		School	☐	☐	
RI	English Lang. Arts & Math Performance Assessment	Student	☑	☐	Procedures used by the National Center for Education and the Economy (NCEE).
		School	☑	☐	
	Health Education Performance Assessment	Student	☑	☐	Broad based committees of educators, along with business, community and parent representatives reviewed the tests and student work to set the cut points on the assessment instruments for each category.
		School	☑	☐	
	Writing Performance Assessment	Student	☑	☐	Broad based group of educators and business, community and parent representatives recommended the cut points for the assessment.
		School	☑	☐	
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	Student	☑	☐	Expert committee.
		School	☑	☐	
	Criterion Referenced Tests - PACT	Student	☐	☐	
		School	☐	☐	
	Criterion Referenced Tests - Readiness	Student	☐	☐	
		School	☐	☐	
	Norm-Referenced Testing	Student	☑	☐	Percentile ranks were determined for each grade for reading and math based on 1995 test scores. A percentile for the MAT 7 grades was determined by interpolation between the closest BSAP grades with reading and math scores.
		School	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	Student	☐	☑	Title I performance standards were set in reading comprehension and math problem solving. Select educators from across the state were used for this process. A modified Angoff procedure was used.
		School	☑	☐	
	Stanford Writing Assessment, Third Edition	Student	☐	☑	
		School	☐	☑	
TN	Achievement Test - NRT (3-8)	Student	☐	☑	
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
TN	Competency Test	Student	☑	☐	
		School	☐	☑	
	High School End of Course	Student	☐	☑	aggregate of actual student performance shall equal or exceed aggregate of estimated student performance based upon best linear unbiased estimate
		School	☑	☐	
	TCAP Writing Assessment (4, 7, 11)	Student	☑	☐	Six point scoring rubric and anchor papers (4 for each score point)
		School	☐	☑	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Student	☑	☐	For students, the following procedures are used: 1. Assessment objectives and instructional targets are developed. 2. Measurement specifications that outline eligible test content are developed. 3. Items that are based on the measurement specifications are developed, reviewed, and revised. 4. Items are field tested; then the field-test data is analyzed. 5. Tests are administered and benchmarked. 6. The State Board of Education sets a passing standard. School performance standards are measured by the Academic Excellence Indicator System (AEIS), which is legislatively mandated.
		School	☑	☐	
UT	Core Assessment CRT Program	Student	☑	☐	Committees of District/School Administrators and State Office personnel
		School	☑	☐	
	Core Curriculum Testing (Perf. Assessment)	Student	☐	☐	
		School	☐	☐	
	Norm-Referenced Testing	Student	☑	☐	
		School	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	Student	☑	☐	State Board of Education established passing scores for tests in October 1998. SOL test results will be used as part of graduation requirements and school accreditation.
		School	☑	☐	
	Virginia Literacy Testing Program	Student	☑	☐	Standard setting was conducted in 1989 using a modified-Angoff procedure
		School	☐	☑	
	Virginia State Assessment NRT Program	Student	☐	☑	
		School	☐	☑	
VI	Terra Nova Assessments Series	Student	☑	☐	The assessment provides the standards.
		School	☑	☐	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Student	☑	☐	NSRE--standards set by NCEE Vermont Science--Bookmark procedure (Lewis, Mitzel, & Green, 1996) Vermont Developmental Reading Assessment-reading levels equivalent to 5 performance levels
		School	☐	☑	
	Vermont Developmental Reading Assessment	Student	☑	☐	Used the book placements from Marie Clay's work and the Reading Recovery Program work
		School	☐	☑	
WA	Norm Referenced Testing	Student	☐	☑	
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
WA	Second Grade Reading	Student	☑	☐	Criterion score based on field test data. Cross validation studies being conducted during this year. Validated against independent teacher judgment.
		School	☐	☐	
	Washington Assessment of Student Learning	Student	☑	☐	Bookmark procedure
		School	☐	☐	
WI	Reading Comprehension	Student	☑	☐	The bookmark procedure was used to set performance levels. This standard setting process was conducted by state department staff.
		School	☑	☐	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Student	☑	☐	The development contractor (CTB/McGraw-Hill) used the bookmark procedure and Wisconsin educators to set performance levels for 4th, 8th and 10th grade tests.
		School	☑	☐	
WV	ACT Explore	Student	☐	☑	
		School	☐	☑	
	ACT Work Keys	Student	☐	☑	
		School	☐	☑	
	Norm-referenced Testing	Student	☑	☐	State board requires 50% of those students tested be in the 3rd and 4th quartile to get a warranty on the diploma student must score at 50th percentile.
		School	☑	☐	
	Writing Assessment	Student	☐	☑	
		School	☐	☑	
WY	Carl Perkins Assessment	Student	☐	☑	Developed in collaboration with NCRVE based on SCANS report and validated by statewide survey and sample interviews with employers. Correlation studies were conducted with ACT WorkKeys.
		School	☐	☑	
	Wyoming Comprehensive Assessment System	Student	☑	☐	We used a combination of two methods for standard-setting. Teacher judgments were captured through contrasting groups methodology and systematic samples of student work were evaluated by panels in the Body of Work method.
		School	☐	☐	

	Yes	No
(STUDENT) Totals by State	45	25
(STUDENT) Totals by Jurisdiction	2	1
(STUDENT) Total	47	26
(SCHOOL) Totals by State	33	31
(SCHOOL) Totals by Jurisdiction	1	1
(SCHOOL) Total	34	32

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
AK	California Achievement Test	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☑	☐	Revised focused holistic scoring rubric
	Alabama High School Graduation Exam, Third Edition	☐	☐	
	High School Basic Skills Exit Exam	☐	☑	
	Stanford Achievement Test, 9th edition	☐	☑	
AR	Criterion Referenced Testing	☑	☐	Periodic review
	Norm Referenced Testing	☑	☐	New accountability system is being developed.
AS	SAT9	☐	☑	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	
CA	Assessments in Career Education	☐	☑	
	CHSPE	☐	☑	
	GED	☐	☐	N/A
	Golden State Exams	☑	☐	Science - lab change to component scoring
	Physical Fitness Test	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☑	☐	Develop/set cut points in language arts in 2000 to validate processes used in 1999. Do trial standard setting for math to be finalized in 2001.
CO	Reading, Writing, and Mathematics	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☐	☑	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	
	Delaware Student Testing Program - Reading NRT	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	
FL	Florida Comprehensive Assessment Test	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
FL	Florida Writing Assessment Program	☐	☑	
	High School Competency Test	☐	☑	
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)	☑	☑	
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	
HI	Credit by Examination	☑	☐	Review tests to determine levels of adherence to Hawaii State / national content and performance standards
	Hawaii State Test of Essential Competencies	☑	☐	Review of test as it relates to state content standards with suspension of the test if appropriate.
	Stanford Achievement Test 9th Ed.	☑	☐	Performance standards for this assessment component will be established..
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm Referenced Test	☐	☐	Depends on final version of content standards
	Writing Assessment	☐	☑	
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☑	☐	When tests change, new performance standards will be set.
KY	Alternate Portfolio	☐	☐	
	KCCT On-Demand	☐	☑	
	National Norm Reference Test	☑	☐	The National Norm Reference Test results will be included in the long term accountability model for all schools beginning with the 1999\2000 baseline.
	Writing Portfolio Assessment	☐	☐	
LA	Graduation Exit Examination	☐	☑	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	The new performance standards have been recently adopted. They will be reviewed periodically.
	Norm-referenced Testing Program	☐	☐	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	The grade 8 History and Social Science standard-setting process will take place in August 1999. We are looking at the response probability to test questions; we plan to have panels review student work from the test for consistency with the performance standards.
MD	High School Assessments	☐	☐	
	Maryland Functional Tests	☑	☐	The standards are reviewed every five years. They were reviewed in 1996 and will be reviewed again in 2001.
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	The standards are reviewed every five years. They were reviewed in 1996 and will be reviewed again in 2001.
ME	Maine Educational Assessment	☐	☑	
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	
	MEAP High School Test	☐	☐	
MN	Basic Standards Tests	☐	☑	
	Minnesota Comprehensive Assessments	☑	☐	
MO	MAP	☑	☐	Consequential validity studies by independent agencies of test contractor.
MS	Career Planning and Assessment System	☐	☑	
	Functional Literacy Exam	☐	☑	
	Norm-Referenced Testing	☐	☑	
	Subject Area Testing	☑	☐	Contract for new subject area tests has been awarded. State will develop student performance standards for graduation as well as school and district performance standards.
MT	Student Assessment Requirement	☐	☑	
NC	NC Annual Testing Program	☐	☑	Performance standards will be reevaluated in 2000 for all mathematics assessments due to revisions in the tests and the mathematics curriculum
	NC Testing Program - Competency Testing	☑	☐	The competency tests will be replaced by a high school exit exam of essential skills for the graduating class of 2003 and beyond.
	NC Tests of Computer Skills	☐	☑	The North Carolina Tests of Computer Skills are currently undergoing revision due to revisions in the curriculum. Standards as applied to the revised tests will be reviewed, evaluated, and possibly redetermined.

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
NC	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	However, with the TerraNova we have more options and are beginning to consider using the performance levels from the tests.
NE	No State Assessments 1998-99	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	Student performance standards are being reviewed and aligned by combining the modified student based constructed response method with the teacher judgements. Aligned standards will be used to report the May 2000 test results.
NJ	Grade 11 High School Proficiency Test	☑	☐	When the new test, the HSPA, is put in place in 2001 - 2002 new performance standards will be set.
	Grade Eight Proficiency Assessment	☑	☑	
NM	NM Achievement Assessment	☐	☑	
	NM High School Competency Exam	☑	☐	State Board of Education plans to review performance standards in the coming year
	NM Writing Assessment Program	☑	☐	Each year, standards are reviewed during range-finding sessions with grade level teachers.
	Reading Assessments for Grades 1 and 2	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	Rubrics will be reviewed and revised to better align with state standards in June, 1999 and June, 2000.
	High School Proficiency Examination	☑	☐	Validate and raise standards in two successive increments within next four years.
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	Ongoing match/alignment study
NY	NYS Testing Program	☑	☐	Once the operational tests are scored we analyze item difficulties to ensure stability of these standaards.
	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☑	☐	A new format of the gr 4 science test is planned and under development with first administration during the 1999-2000 school year. A State designated level of student performance will be established by a standard setting committee for the objective portion of that test.
	Pupil Evaluation Program (PEP) - Gr 5 Writing only	☑	☐	The grade 5 writing test will be administered for the last time during the 1998-99 school year. This assessment system is being replaced by the New York State testing program in English language arts and mathematics.

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
NY	Regents Competency Tests	☑	☐	This component will be phased out; performance expectations will be raised by requiring students to pass more rigorous Regents examinations to earn a diploma.
	Regents Examination Program	☑	☐	Student - Criterion referenced; school - as newly designed Regents Examinations are phased in, they will assess new, higher learning standards.
	Second Language Proficiency Exams	☐	☑	
OH	4th-Grade Proficiency Testing	☑	☐	Am. Sub. Senate Bill 55 mandates using the 4th grade reading test as a requirement to promotion to grade 5. A validation study is planned as we prepare for recommending this retention standard that must be in place before 2001 - 2002.
	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
	12th-Grade Proficiency Testing	☑	☐	Change to reflect new curriculum requirements.
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	The state legislature eliminated the norm-referenced component in Grades 3 and 7 for the 1999-2000 school year.
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	Oklahoma's PASS content standards were reviewed and updated during spring 1999. Adding two new levels of performance for the areas of reading and mathematics for the 1999-2000 school year.
	Oklahoma Core Curriculum Tests - Writing	☑	☐	Oklahoma's PASS content standards were reviewed during the Spring 1999.
OR	Reading, Writing, and Mathematics Assessment	☑	☐	Every two years the content standards are refined. On the opposite two year cycle the performance standards are revisited and if necessary, refined. The State Board reviews input from constituent groups; validation data is obtained from teachers who know the students well.
PA	Reading, Writing, Mathematics	☑	☐	We will have groups of educators determine and validate performance levels using two nationally recognized methods for 1999 - 2000. Those performance levels will be used in the 2001-02 assessment.
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	This is a process and it has been started but I can anticipate that teachers will validate; supervisors may participate as a judge panel. This is in progress at the planning stage.
RI	English Lang. Arts & Math Performance Assessment	☐	☑	
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	☐	☑	
	Criterion Referenced Tests - PACT	☐	☐	
	Criterion Referenced Tests - Readiness	☐	☐	
	Norm-Referenced Testing	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment, Third Edition	☐	☑	
TN	Achievement Test - NRT (3-8)	☐	☑	
	Competency Test	☑	☐	Gateway Tests in algebra I, Biology, and English II will replace the current Competency test required for graduation for the 2001-02 freshman class
	High School End of Course	☐	☑	
	TCAP Writing Assessment (4, 7, 11)	☐	☑	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	
UT	Core Assessment CRT Program	☑	☐	Starting in early 2000, we will employ contrasting groups as well as a variation of the bookmark procedure to all State criterion-referenced tests. The two methods will be used to validate and corroborate each other.
	Core Curriculum Testing (Perf. Assessment)	☐	☐	
	Norm-Referenced Testing	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	The State Board of Education will review performance standards on an annual basis.
	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☑	☐	Local performance standards are being developed and will replace those of the Terra Nova.
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	
	Vermont Developmental Reading Assessment	☑	☐	Teacher judgement
WA	Norm Referenced Testing	☑	☑	
	Second Grade Reading	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
WA	Washington Assessment of Student Learning	☑	☐	Performances on norm-referenced assessments at grades 4, 8, and 11; state level NAEP at grades 4 and 8; review content alignment between tests and content standards
WI	Reading Comprehension	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	
WV	ACT Explore	☐	☐	
	ACT Work Keys	☐	☑	
	Norm-referenced Testing	☐	☑	
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☑	☐	Based on revisions to address new requirements of Perkins reauthorization.
	Wyoming Comprehensive Assessment System	☑	☐	The standards will be validated either after the 2001 or 2002 testing, based on advice from our technical advisory committee.
	Totals by State	29	38	
	Totals by Jurisdiction	2	1	
	Total	31	39	

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
AK	California Achievement Test							
	Norm-Referenced Testing			Mastery	Partial Mastery	Non-Mastery		
AL	Alabama Direct Assessment of Writing	Writing	Grade 5	I	II	III	IV	
		Writing	Grade 7	I	II	III	IV	
	Alabama High School Graduation Exam, Third Edition	Reading	11 and 12	pass				
		Mathematics	11 and 12	pass				
		Language	11 and 12	pass				
		Science	11 and 12	pass				
	High School Basic Skills Exit Exam	Reading	11 and 12	pass				
		Mathematics	11 and 12	pass				
		Language	11 and 12	pass				
	Stanford Achievement Test, 9th edition	Total Battery	3-11	Clear	Caution	Alert		
AR	Criterion Referenced Testing	mathematics	4	Advanced	Proficient	Basic	Below Basic	
		literacy (reading and writing)	4	Advanced	Proficient	Basic	Below Basic	
		math	8	Advanced	Proficient	Basic	Below basic	
		literacy	8	Advanced	Proficient	Basic	Below basic	
	Norm Referenced Testing							
AS	SAT9							
AZ	Stanford Achievement Test, Ninth Edition							

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
CA	Assessments in Career Education	Computer Science and Information Systems	9-12	6	5	4		
		Agriculture Core	9-12	same as above	same as above	same as above		
		Health Careers, Level I	9-12	same as above	same as above	same as above		
		Food Service and Hospitality	9-12	same as above				
		Technology Core	9-12	same as above				
	CHSPE							
	GED	N/A						
	Golden State Exams	All	7-12	6	5	4	1 - 3	
	Physical Fitness Test	Physical Education	5, 7, 9	In "Fitness Zone"	Not in "Fitness Zone"			
	Standardized Testing and Reporting Program (STAR)							
CO	Reading, Writing, and Mathematics	3rd grade reading comprehension	3	Advanced	Proficient	Partially Proficient	Unsatisfactory	
		4th grade reading and writing	4	Advance	Proficient	Partially Proficient	Unsatisfactory	
		5th grade mathematics	5	Advanced	Proficient	Partially Proficient	Unsatisfactory	
		7th grade reading and writing	7	Advanced	Proficient	Partially Proficient	Unsatisfactory	
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	
		Response to Literature	10	State Standard	Somewhat Below State Standard	Below State Standard	Well Below State Standard	
		Editing	10	State Standard	Below Standard			
		Interdisciplinary	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	
		Science	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
CT	Connecticut Mastery Test (CMT)	Reading	4, 6 and 8	State Goal	Below the State Goal	Well Below State Goal		
		Mathematics	4, 6, 8	State Goal	Slightly Below State Goal	Below State Goal	Well Below State Goal	
		Writing	4, 6, 8	Well Above State Goal	State Goal	Slightly Below State Goal	Well Below State Goal	
DE	Delaware Student Testing Program - Mathematics NRT							
	Delaware Student Testing Program - Reading NRT							
	Delaware Student Testing Program - Standards-Based Mathematics	Standards-Based Mathematics, Reading, Writing	3,5,8,10	Distinguished	Exceeds the Standard	Meets the Standard	Below the Standard	Well Below the Standard
	Delaware Student Testing Program - Standards-Based Reading							
	Delaware Student Testing Program - Standards-Based Writing							
FL	Florida Comprehensive Assessment Test	Reading and Mathematics	4, 5, 8, 10	1	2	3	4	5
	Florida Writing Assessment Program							
	High School Competency Test	Communications and Mathematics	11 and 12	700				
GA	Georgia High School Graduation Tests (GHSGT)	English/Language Arts, Mathematics, Science, Social Studies	11 & 12	Pass	Pass Plus			
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)	Literacy	K	All activities				
		Mathematics	K	All activities				
		Social/Emotional Development	K	All activities				

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
GA	Iowa Tests of Basic Skills, Complete Battery							
	Writing Assessments (Grades 3, 5, 8, 11)	Writing	11	Pass	Fail			
		Writing	8	Very good	Good	Minimal	Inadequate	
		Writing	3, 5	Stage 6	Stage 5	Stage 4	Stage 3	Stage 2 / 1
HI	Credit by Examination	cut scores are test specific						
	Hawaii State Test of Essential Competencies	Reading, Writing, Oral Communication, Math, Visual Symbols, Guidance, Logic, Health, Social Studies	10-12	Pass	Fail			
	Stanford Achievement Test 9th Ed.	Reading (no performance standards set) Math (no performance standards set) Language (no performance standards set)						
IA	Standardized Testing ITBS and ITED	Reading	4, 8, 11	High	Intermediate	Low		
		Mathematics	4, 8, 11	High	Intermediate	Low		
ID	Math Assessment	Math	4 and 8	5	4	3	2	1
	Norm Referenced Test							
	Writing Assessment	Writing	4, 8, 11	5	4	3	2	1

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	Reading	3,5,8, and 10	1	2	3	4	
		Mathematics	3,5,8, and 10	1	2	3	4	
		Writing	3,5,8, and 10	1	2	3	4	
		Science	4, 7, and 11	1	2	3		
		Social Science	4, 7, and 11	1	2	3		
IN	Statewide Assessment	Language Arts and Math	3, 6, 8, 10	Above Standards	Below Standards			
KS	Kansas Assessment Program	Mathematics	4, 7, 10	Excellent	Proficient	Basic	Unsatisfactory	
		Reading	3, 7, 10	Excellent	Proficient	Basic	Unsatisfactory	
		Writing	5, 8, 10	Excellent	Proficient	Basic	Unsatisfactory	
KY	Alternate Portfolio	Alternate Portfolio	4, 8 and 12	Novice	Apprentice	Proficient	Distinguished	
	KCCT On-Demand	Reading	4, 7, 10	Novice	Apprentice	Proficient	Distinguished	
		Science	4, 7, 11	Novice	Apprentice	Proficient	Distinguished	
		On-Demand Writing	4, 7, 12	Novice	Apprentice	Proficient	Distinguished	
		Math, Soc. Studies, Arts & Humanities,	5, 8, 11	Novice	Apprentice	Proficient	Distinguished	
		Prac Liv & Voc Study	5, 8, 10	Novice	Apprentice	Proficient	Distinguished	
	National Norm Reference Test	Reading Language Arts, Mathematics	3, 6, 9					
	Writing Portfolio Assessment	Writing Portfolio	4, 7, 12	Novice	Apprentice	Proficient	Distinguished	
LA	Graduation Exit Examination	English, Math, Written Composition	10	Attained	Not attained			
		Science, Social Studies	11	Attained	Not Attained			
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	English and Mathematics	4, 8	Advanced	Proficient	Basic	Approaching Basic	Unsatisfactory
	Norm-referenced Testing Program							

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
MA	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	4, 8, 10	Advanced	Proficient	Needs Improvement	Failing	
		Science & Technology	4, 8, 10	Advanced	Proficient	Needs Improvement	Failing	
		English Language Arts	4, 8 , 10	Advanced	Proficient	Needs Improvement	Failing	
		History and Social Science	8	Advanced	Proficient	Needs Improvement	Failing	
MD	High School Assessments							
	Maryland Functional Tests	Reading and Mathematics	By Grade 12	Pass	Fail			
		Writing	By Grade 12	Pass	Fail			
	Maryland School Performance Assessment Program (MSPAP)	Reading, Writing, Language Usage, Mathematics, Science, Social Studies	3, 5, 8	1	2	3	4	5
ME	Maine Educational Assessment	Reading, Writing, Mathematics, Science/Technology, Social Studies, Health Education, and Visual and Performing Arts	4, 8, 11	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards	
MI	Grade 4 and 7 Reading and Mathematics	Reading	4 and 7	Satisfactory	Moderate	Low		
		Math	4 and 7	Satisfactory	Moderate	Low		
	Grade 5 and 8 Science, Social Studies and Writing	Writing	5 and 8	Proficient	Not Yet Proficient			
		Science	5 and 8	Proficient	Novice	Not Yet Novice		
		Social Studies	Grades 5 & 8	1 - Exceeded Michigan Standards	2 - Met Michigan Standards	3- Basic Level	4 - Apprentice	
	MEAP High School Test	Math, Reading, Writing, Science, Social Studies	11	Level 1	Level 2	Level 3	Level 4	

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
MN	Basic Standards Tests	Reading	grade 8					
		math	grade 8					
	Minnesota Comprehensive Assessments	Reading	3-5	1	2	3	4	
		Math	3-5	1	2	3	4	
		Writing	3-5	1	2	3	4	
MO	MAP	Communication Arts	3, 7, 11	Advanced	Proficient	Nearing Proficient	Progressing	Step 1
		Science	3, 7, 10	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
		Math	4, 8, 10	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
		Social Studies	4, 8, 11	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
MS	Career Planning and Assessment System							
	Functional Literacy Exam	Mathematics	11	Pass	Fail			
		Reading	11	Pass	Fail			
		Written Communication	11	Pass	Fail			
		Total Battery	11	Pass	Fail			
	Norm-Referenced Testing							
	Subject Area Testing							
MT	Student Assessment Requirement	Reading, Language Arts, Math, Science, Social Stud	4, 8, 11	Advanced	Proficient	Nearing Proficiency	Novice	
NC	NC Annual Testing Program	All	3-12	Level I	Level II	Level III	Level IV	
	NC Testing Program - Competency Testing	Reading	8-12	II & IV Pass	I & II Fail			
		Mathematics	8-12	III & IV Pass	I & II Fail			
		Computer Skills/Multiple Choice and Performance	8-12	Pass	Pass			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
NC	NC Tests of Computer Skills	Computer Skills Multiple choice	8-12	NA				
		Computer Skills Performance	8-12	NA				
	Norm-Referenced Testing Program	NA NA NA						
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Total Score	4,6,8 and 10	Advanced	Proficient	Partially Proficient	Novice	
NE	No State Assessments 1998-99							
NH	NH Educational Improvement and Assessment Program	English Language Arts	3, 6, 10	Advanced	Proficient	Basic	Novice	
		Science	6, 10	Advanced	Proficient	Basic	Novice	
		Mathematics	3, 6, 10	Advanced	Proficient	Basic	Novice	
		Social Studies	6, 10	Advanced	Proficient	Basic	Novice	
NJ	Grade 11 High School Proficiency Test	Reading	11	Pass	Not pass			
		Mathematics	11	Pass	Not Pass			
		Writing	11	Pass	Not pass			
	Grade Eight Proficiency Assessment	Language Arts Literacy	8	Advanced Proficient	Proficient	Partially Proficient		
		Mathematics	8	Advanced Proficient	Proficient	Partially Proficient		
NM	NM Achievement Assessment	Math, Reading, Lang. Arts, Science, Soc. Studies	4, 6, 8	Beginning Step	Nearing Proficiency	Proficient	Advanced	
	NM High School Competency Exam	Reading, Language Arts, Science, Math, Social Studies, Composition	10	Pass	Fail			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
NM	NM Writing Assessment Program	Writing	4, 6, (8 optional)	Holistic	Analytic			
	Reading Assessments for Grades 1 and 2	Reading Proficiency	1 and 2	Fluent	Competent	Emergent		
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	8th	5	4	3	2	1
		Writing	11/12th	6	5	4	3	2/1
		Writing	4th	5	4	3	2	1
	High School Proficiency Examination	Reading, Mathematics, Writing	High School	8th Grade & High School				
	Norm-Referenced Testing at Grades 4, 8, and 10	All	4, 8, 10					Needing Improvement
NY	NYS Testing Program	English language arts and mathematics	4, 8	1	2	3	4	
	Occupational Education Proficiency Examinations	All	9-12	Pass	Fail			
	Program Evaluation Tests (PET)							
	Pupil Evaluation Program (PEP) - Gr 5 Writing only	Writing	5					
	Regents Competency Tests	All		1-64	65-100			
	Regents Examination Program	All	Grades 8 - 12	0-54	55-64	65-84	85-100	
	Second Language Proficiency Exams	French, German, Italian, Latin, Spanish	8	Pass	Fail			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
OH	4th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	4	Advanced	Proficient	Partially Proficient		
	6th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	6	Advanced	Proficient	Partially Proficient		
	9th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	9	Pass	Fail			
	12th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	12	Honors	Proficient	Below proficient		
OK	Iowa Tests of Basic Skills - Norm-Referenced Component							
	Oklahoma Core Curriculum Tests - Multiple Choice	Reading, Mathematics, Science, U.S. History/Const./Govt., Geography, Arts, Oklahoma History (Grade 11 only)	5, 8 & 11	Satisfactory	Unsatisfactory			
	Oklahoma Core Curriculum Tests - Writing	Writing	5, 8, & 11	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced	
OR	Reading, Writing, and Mathematics Assessment	Reading & Multiple-choice Math	3, 5, 8, 10	Exceeds Standard	Meets Standard	Does Not Yet Meet		
		Writing & Math Problem Solving	5, 8, 10	Exceeds Standard	Meets Standard	Conditionally Meets	Does not Meet the Standard	
PA	Reading, Writing, Mathematics							
PR	Prueba Puertorriquena de Competencias Escolares	Spanish, English, Mathematics, Science, and Social Studies	3, 6, 9, 11	Highly Competent	Competent	Partially Competent		

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
RI	English Lang. Arts & Math Performance Assessment	English Language Arts and Mathematics	4, 8 and 10	Achieved The Stand with Honors	Achieved the Standard	Nearly Achieved the Standard	Below the Standard	Little Evidence of Achievement
	Health Education Performance Assessment	Health Education	5 and 9	Achieved the Standard with Honors	Achieved the Standard	Nearly Achieved the Standard	Below the Standard	Little Evidence of Achievement
	Writing Performance Assessment	Writing	3, 7 and 10	Achieved The Standard with Honors	Achieved The Standard	Nearly Achieved The Standard	Below The Standard	Little Evidence of Achievement
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	All	3, 6, 8, 10	Pass	Fail			
	Criterion Referenced Tests - PACT							
	Criterion Referenced Tests - Readiness							
	Norm-Referenced Testing							
SD	Stanford Achievement Test, Ninth Edition	Reading Comprehension & Math Problem Solving	4,8 and 11	Advanced	Proficient	Basic	Below Basic	
	Stanford Writing Assessment, Third Edition							
TN	Achievement Test - NRT (3-8)	Math, Reading, Lang. Arts, Science, Social Studies	3, 4, 5, 6, 7, 8	Mastery	Partial mastery	Non - mastery		
		Same	Same	5 - Advanced	4 - Proficient	3 - Nearly Proficient	2 - Progressing	1 - Step 1
	Competency Test	Math	beginning grade 9 until passed	Pass/Fail				
		Language Arts	beginning grade 9 until passed	Pass/Fail				

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
TN	High School End of Course							
	TCAP Writing Assessment (4, 7, 11)	Writing	4, 7, 11	6 - Outstanding	5 - Strong	4 - Competent	3 - Flawed	2 Flawed / 1 Deficient
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	All those currently assessed						
UT	Core Assessment CRT Program	Math Science Language Arts/Reading	1-6	Below Basic	Basic	Proficient	Advanced	
	Core Curriculum Testing (Perf. Assessment)							
	Norm-Referenced Testing							
VA	Standards of Learning (SOL) Assessment Program	All	All	Pass/Proficient	Pass/Advanced	Fail/Does Not Meet		
	Virginia Literacy Testing Program	Reading	6	Pass	Fail			
		Writing	6	Pass	Fail			
		Mathematics	6	Pass	Fail			
	Virginia State Assessment NRT Program							
VI	Terra Nova Assessments Series	Reading, LA, Math, Sci & SS	3,6,8,11	Below Basic	Basic	Proficient	Advanced	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	English Language Arts	4,8,10	Honors	Standard	Nearly	Below	Little
		Mathematics	4,8,10	Honors	Standard	Nearly	Below	Little
		Science	6	Honors	Standard	Nearly	Below	Little
		Reading	2	Honors	Standard	Nearly	Below	Little
	Vermont Developmental Reading Assessment	Early Reading	2	Honors	Standard	Nearly	Below	Little

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
WA	Norm Referenced Testing							
	Second Grade Reading	Reading (accuracy & fluency)	2	1	2			
	Washington Assessment of Student Learning	reading, mathematics	4, 7, 10	Level 1	Level 2	Level 3	Level 4	
		writing, listening	4, 7, 10	Below standard	At, or above, standard			
WI	Reading Comprehension	Reading	3	Advanced	Proficient	Basic	Minimal	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics, Science, Social Studies, English/language arts (writing portion), and Reading	4, 8, 10	Advanced	Proficient	Basic	Minimal Performance	
WV	ACT Explore							
	ACT Work Keys							
	Norm-referenced Testing	Reading	3-11	NA				
		Language		NA				
		Math		NA				
	Writing Assessment							
WY	Carl Perkins Assessment	Applied Communications	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Applied Mathematics	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Affective & Thinking Skills	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Applied Science	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
	Wyoming Comprehensive Assessment System	Mathematics	4, 8, & 11	Advanced	Proficient	Partially Proficient	Novice	
		Reading	4, 8, & 11	Advanced	Proficient	Partially Proficient	Novice	
		Writing	4, 8, & 11	Advanced	Proficient	Partially Proficient	Novice	

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
AK	California Achievement Test	
	Norm-Referenced Testing	Non-Mastery
AL	Alabama Direct Assessment of Writing	Level III
	Alabama High School Graduation Exam, Third Edition	Pass
	High School Basic Skills Exit Exam	Pass
	Stanford Achievement Test, 9th edition	Clear
AR	Criterion Referenced Testing	Proficient
	Norm Referenced Testing	NA
AS	SAT9	
AZ	Stanford Achievement Test, Ninth Edition	
CA	Assessments in Career Education	4
	CHSPE	
	GED	N/A
	Golden State Exams	
	Physical Fitness Test	Students must meet the minimal levels of the Healthy Fitness Zone
	Standardized Testing and Reporting Program (STAR)	
CO	Reading, Writing, and Mathematics	Proficient
CT	Connecticut Academic Performance Test (CAPT)	N/A
	Connecticut Mastery Test (CMT)	N/A
DE	Delaware Student Testing Program - Mathematics NRT	
	Delaware Student Testing Program - Reading NRT	
	Delaware Student Testing Program - Standards-Based Mathematics	Meets the Standard
	Delaware Student Testing Program - Standards-Based Reading	
	Delaware Student Testing Program - Standards-Based Writing	
FL	Florida Comprehensive Assessment Test	Not identified in this manner
	Florida Writing Assessment Program	Not used in this manner
	High School Competency Test	A minimum score of 700 for passing each subject.
GA	Georgia High School Graduation Tests (GHSGT)	500 is the passing scale score
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)	

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
GA	Iowa Tests of Basic Skills, Complete Battery	
	Writing Assessments (Grades 3, 5, 8, 11)	Pass - Grade 11. Grades 3, 5, 8 - NA
HI	Credit by Examination	Cut scores are test specific.
	Hawaii State Test of Essential Competencies	Pass
	Stanford Achievement Test 9th Ed.	NA
IA	Standardized Testing ITBS and ITED	Intermediate
ID	Math Assessment	Level 3
	Norm Referenced Test	
	Writing Assessment	Level 3
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	Level 3 for ISAT; Level 2 for IGAP
IN	Statewide Assessment	
KS	Kansas Assessment Program	Basic
KY	Alternate Portfolio	
	KCCT On-Demand	
	National Norm Reference Test	
	Writing Portfolio Assessment	
LA	Graduation Exit Examination	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	Approaching Basic.
	Norm-referenced Testing Program	
MA	Massachusetts Comprehensive Assessment System (MCAS)	
MD	High School Assessments	
	Maryland Functional Tests	Pass
	Maryland School Performance Assessment Program (MSPAP)	Level 3
ME	Maine Educational Assessment	Meets the Standard
MI	Grade 4 and 7 Reading and Mathematics	Satisfactory
	Grade 5 and 8 Science, Social Studies and Writing	Proficient, or Met Michigan Standards (social studies only)
	MEAP High School Test	Met Michigan Standards - Level 2
MN	Basic Standards Tests	passing score of 75% correct
	Minnesota Comprehensive Assessments	Level 2; Partial mastery
MO	MAP	Proficient
MS	Career Planning and Assessment System	
	Functional Literacy Exam	Pass

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
MS	Norm-Referenced Testing	
	Subject Area Testing	
MT	Student Assessment Requirement	
NC	NC Annual Testing Program	Levels III and IV.
	NC Testing Program - Competency Testing	Passing Score
	NC Tests of Computer Skills	Students must achieve a passing score on each of the tests (multiple-choice and performance) in order to received a North Carolina High School diploma effective with the class of 2001.
	Norm-Referenced Testing Program	NA
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Proficient
NE	No State Assessments 1998-99	
NH	NH Educational Improvement and Assessment Program	Basic
NJ	Grade 11 High School Proficiency Test	300 is the cut-off for all three subjects.
	Grade Eight Proficiency Assessment	Level 2
NM	NM Achievement Assessment	Beginning Step
	NM High School Competency Exam	
	NM Writing Assessment Program	Number 1 on each scale indicates lowest level
	Reading Assessments for Grades 1 and 2	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	3 - developing for grade 8 and Adequate for 11/12/Adult.
	High School Proficiency Examination	64% of items correct in math, 71% in reading. Writing score of 7 of 12 maximum.
	Norm-Referenced Testing at Grades 4, 8, and 10	
NY	NYS Testing Program	3
	Occupational Education Proficiency Examinations	65
	Program Evaluation Tests (PET)	
	Pupil Evaluation Program (PEP) - Gr 5 Writing only	Writing = At or above the SRP
	Regents Competency Tests	Meets Acceptable Standards
	Regents Examination Program	Low Pass
	Second Language Proficiency Exams	Pass
OH	4th-Grade Proficiency Testing	Proficient level
	6th-Grade Proficiency Testing	Proficient level
	9th-Grade Proficiency Testing	Pass

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
OH	12th-Grade Proficiency Testing	Proficient
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	
	Oklahoma Core Curriculum Tests - Multiple Choice	Satisfactory, which is a scale score of 700 or higher.
	Oklahoma Core Curriculum Tests - Writing	Limited Knowledge.
OR	Reading, Writing, and Mathematics Assessment	Meeting the Standard
PA	Reading, Writing, Mathematics	
PR	Prueba Puertorriquena de Competencias Escolares	
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard
	Health Education Performance Assessment	Achieved the Standard
	Writing Performance Assessment	Achieved The Standard
SC	Criterion Referenced Tests - BSAP - High School Exit Examination	Passing
	Criterion Referenced Tests - PACT	
	Criterion Referenced Tests - Readiness	
	Norm-Referenced Testing	
SD	Stanford Achievement Test, Ninth Edition	
	Stanford Writing Assessment, Third Edition	
TN	Achievement Test - NRT (3-8)	
	Competency Test	70 % correct
	High School End of Course	
	TCAP Writing Assessment (4, 7, 11)	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	
UT	Core Assessment CRT Program	NA
	Core Curriculum Testing (Perf. Assessment)	
	Norm-Referenced Testing	
VA	Standards of Learning (SOL) Assessment Program	Pass/Proficient
	Virginia Literacy Testing Program	Pass
	Virginia State Assessment NRT Program	na
VI	Terra Nova Assessments Series	Basic
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Achieved the Standard
	Vermont Developmental Reading Assessment	Achieved the Standard

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
WA	Norm Referenced Testing	
	Second Grade Reading	2
	Washington Assessment of Student Learning	3, or meets standard
WI	Reading Comprehension	Basic
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Proficient
WV	ACT Explore	
	ACT Work Keys	
	Norm-referenced Testing	
	Writing Assessment	
WY	Carl Perkins Assessment	
	Wyoming Comprehensive Assessment System	Proficient performance is considered the target level.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
AK	California Achievement Test		
	Norm-Referenced Testing	Challenge	61% or more students at the non-mastery level puts school into "challenge" category.
AL	Alabama Direct Assessment of Writing	I	Minimal success addressing the writing prompt considering content, audience, purpose, and organization
		II	Limited success addressing the writing prompt considering content, audience, purpose, and organization
		III	Success addressing the writing prompt considering content, audience, purpose, and organization
		IV	Superior writing addressing the writing prompt considering content, audience, purpose, and organization
	Alabama High School Graduation Exam, Third Edition		
	High School Basic Skills Exit Exam		
	Stanford Achievement Test, 9th edition	Clear	Majority at or above stanine 5
		Caution	Majority in stanines 1-4
		Alert	Majority in stanines 1-3
AR	Criterion Referenced Testing		
	Norm Referenced Testing		
AS	SAT9		
AZ	Stanford Achievement Test, Ninth Edition		
CA	Assessments in Career Education		N/A
	CHSPE		
	GED		
	Golden State Exams		
	Physical Fitness Test		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
CA	Standardized Testing and Reporting Program (STAR)		
CO	Reading, Writing, and Mathematics		
CT	Connecticut Academic Performance Test (CAPT)	State Goal Score Band 2 Score Band 3 Score Band 4	Same as student definitions
	Connecticut Mastery Test (CMT)		
DE	Delaware Student Testing Program - Mathematics NRT		
	Delaware Student Testing Program - Reading NRT		
	Delaware Student Testing Program - Standards-Based Mathematics		
	Delaware Student Testing Program - Standards-Based Reading		
	Delaware Student Testing Program - Standards-Based Writing		
FL	Florida Comprehensive Assessment Test		
	Florida Writing Assessment Program		
	High School Competency Test		
GA	Georgia High School Graduation Tests (GHSGT)		
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)		
	Iowa Tests of Basic Skills, Complete Battery		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
GA	Writing Assessments (Grades 3, 5, 8, 11)	Pass Fail	Grade 11 - above 500 Grade 11 - below 500
HI	Credit by Examination		
	Hawaii State Test of Essential Competencies	NA	
	Stanford Achievement Test 9th Ed.	(no performance standards set)	
IA	Standardized Testing ITBS and ITED	Locally established	
ID	Math Assessment		
	Norm Referenced Test		
	Writing Assessment		
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies		
IN	Statewide Assessment		
KS	Kansas Assessment Program	Excellent (Building Mean)	Mathematics: Grade 4 =75, Grade 7 =80, Grade 10 =80 Reading: Grade 3 =77, Grade 7 =81, Grade 10 =81 Writing: Grade 5 =3.6, Grade 8 =3.7, Grade 10 =3.7
KY	Alternate Portfolio		
	KCCT On-Demand		
	National Norm Reference Test		
	Writing Portfolio Assessment		
LA	Graduation Exit Examination		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests		
	Norm-referenced Testing Program		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
MA	Massachusetts Comprehensive Assessment System (MCAS)		
MD	High School Assessments		
	Maryland Functional Tests	Reading Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 95%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 97%; Grade 11 Excellent = 99%
		Math Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 80%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 90%; Grade 11 Excellent = 99%
		Writing Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 90%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 96%; Grade 11 Excellent = 99%
		Grade 11–Passed all Tests	Satisfactory = 90%; Excellent = 96
	Maryland School Performance Assessment Program (MSPAP)	1	Proficiency level 1
		2	Proficiency level 2
		3	Proficiency level 3
		4	Proficiency level 4
		5	Proficiency level 5
ME	Maine Educational Assessment		
MI	Grade 4 and 7 Reading and Mathematics	Summary Accredited	Indicates that the building is in full compliance with P.A. 25 of 1990, P.A. 335, and P. A. 339 of 1993, P.A. 289 of 1995, AND has 66% or more of the students in the building in the highest level of achievement of each of the four MEAP subjects tested in two of the last three consecutive years.
		Interim Accredited	Indicates that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995, AND has 50.1% or more the students scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		Unaccredited	Indicated that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995 AND has 50% or less of the student scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		No Status	Several factors contribute to a building with this status: 1) it could be a new building and not have three consecutive years of MEAP scores; 2) the building does not house grades tested by MEAP; 3) further Department input is required.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
MI	Grade 5 and 8 Science, Social Studies and Writing	Summary Accredited	Indicates that the building is in full compliance with P.A. 25 of 1990, P.A. 335, and P. A. 339 of 1993, P.A. 289 of 1995, AND has 66% or more of the students in the building in the highest level of achievement of each of the four MEAP subjects tested in two of the last three consecutive years.
		Interim Accredited	Indicates that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995, AND has 50.1% or more the students scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		Unaccredited	Indicated that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995 AND has 50% or less of the student scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		No Status	Several factors contribute to a building with this status: 1) it could be a new building and not have three consecutive years of MEAP scores; 2) the building does not house grades tested by MEAP; 3) further Department input is required.
	MEAP High School Test	none	
MN	Basic Standards Tests		
	Minnesota Comprehensive Assessments	1	Little or no skill
		2	Partial mastery
		3	Solid mastery
		4	Advanced mastery
MO	MAP	Advanced Proficient Nearing Proficient Progressing Step 1	
MS	Career Planning and Assessment System		
	Functional Literacy Exam		
	Norm-Referenced Testing		
	Subject Area Testing		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
MT	Student Assessment Requirement		
NC	NC Annual Testing Program		
	NC Testing Program - Competency Testing		
	NC Tests of Computer Skills		
	Norm-Referenced Testing Program		
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Advanced	National Percentile Ranks of 65.00 - 99.99
		Proficient	National Percentile Ranks of 50.00 - 65.99
		Partially Proficient	National Percentile Ranks of 45.00 - 49.99
		Novice	National Percentile Ranks of 0 - 44.99
NE	No State Assessments 1998-99		
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Grade 11 High School Proficiency Test	Pass	85% of students must pass each part (subject area) of the test.
	Grade Eight Proficiency Assessment	Pass	75% of students must score at Proficient on each subject area
NM	NM Achievement Assessment		
	NM High School Competency Exam		
	NM Writing Assessment Program		
	Reading Assessments for Grades 1 and 2	Fluent	Locally determined
		Competent	Locally determined
		Emergent	Locally determined
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult		
	High School Proficiency Examination		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
NV	Norm-Referenced Testing at Grades 4, 8, and 10	Inadequate	More than 40% of students scoring lowest national quarter in all subjects.
		High Achievement	50% or more of students scoring in highest national quarter in all subjects.
		Adequate	In-between other categories.
NY	NYS Testing Program	School Accountability Program	For this school year only - 90% of students at or above level 2
		Schools Under Registration Review	For this school year only--schools with fewer than 60 percent of students at Level 2 were considered for registration review
	Occupational Education Proficiency Examinations		
	Program Evaluation Tests (PET)		
	Pupil Evaluation Program (PEP) - Gr 5 Writing only		
	Regents Competency Tests	School Accountability Program	At least 90% must meet graduation assessment requirements in Reading, Writing, and Mathematics
		Schools Under Registration Review	At least 60% must meet graduation assessment requirements in Reading, Writing, and Mathematics
	Regents Examination Program		
	Second Language Proficiency Exams		
OH	4th-Grade Proficiency Testing	Met Standard	75 percent of students proficient per tect area
	6th-Grade Proficiency Testing	Met Standard	75 percent of students not proficient standard
	9th-Grade Proficiency Testing	Met standard	75% of 9th graders, 85% of 10th graders have passed tests
	12th-Grade Proficiency Testing	Met standard	60 percent of students not proficient standard
OK	Iowa Tests of Basic Skills - Norm-Referenced Component		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
OK	Oklahoma Core Curriculum Tests - Multiple Choice		
	Oklahoma Core Curriculum Tests - Writing		
OR	Reading, Writing, and Mathematics Assessment		
PA	Reading, Writing, Mathematics		
PR	Prueba Puertorriquena de Competencias Escolares		
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard with Honors	
		Achieved the Standard	
		Nearly Achieved the Standard	
		Below the Standard	
		Little Evidence of Achievement	
	Health Education Performance Assessment	Achieved the Standard with Honors	Student has demonstrated exceptional ability to apply, analyze and interpret health concepts and skills.
		Achieved the Standard	Student has demonstrated the ability to apply, analyze and interpret health concepts and skills effectively and accurately.
		Nearly Achieved the Standard	Student has demonstrated some ability to apply, analyze and interpret health concepts and skills.
		Below the Standard	Student has demonstrated little ability to apply, analyze and interpret health concepts and skills.
		Little Evidence of Achievement	Student has not demonstrated the ability to apply, analyze and interpret health concepts and skills.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
RI	Writing Performance Assessment	Achieved The Standard with Honors	Student has achieved the standard with honors and consistently demonstrates exceptional ability to apply, analyze and interpret concepts and processes. Students communicate concrete and abstract ideas in highly organized, thoughtful and responsive ways.
		Achieved The Standard	Student has achieved the standard and demonstrates the ability to apply, analyze and interpret concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.
		Nearly Achieved The Standard	Student has demonstrated some ability in applying concepts and processes. Students communicate some ideas effectively.
		Below The Standard	Student has demonstrated little ability in applying concepts and processes. Students have difficulty communicating ideas.
		Little Evidence of Achievement	Student is not able to demonstrate skills in applying concepts and processes.
SC	Criterion Referenced Tests - BSAP - High School Exit Examination		
	Criterion Referenced Tests - PACT		
	Criterion Referenced Tests - Readiness		
	Norm-Referenced Testing		
SD	Stanford Achievement Test, Ninth Edition		
	Stanford Writing Assessment, Third Edition		
TN	Achievement Test - NRT (3-8)		
	Competency Test		
	High School End of Course		
	TCAP Writing Assessment (4, 7, 11)		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		The Accountability Rating System for Texas Public Schools and School Districts includes student performance results on the TAAS reading and mathematics tests at grades 3-8 and 10, and writing at grades 4, 8, and 10. The system uses four categories (exemplary, recognized, academically acceptable, and academically unacceptable). For a campus or district rating of Exemplary, at least 90.0 percent of total students and students in each group must pass each section of the TAAS. For a campus or district rating of Recognized, at least 80.0 percent of total students and students in each group must pass each section of the TAAS and Required Improvement must be demonstrated. For a rating of Academically Acceptable (district) or Acceptable (campus), at least 45% of total students and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of Academically Acceptable (district) or Acceptable (campus) if Required Improvement is demonstrated in all low-performing areas and groups. Those districts (or campuses) not meeting the standard for Academically Acceptable (or Acceptable) or higher and not achieving Required Improvement in the low-performing areas will be rated Academically Unacceptable (or Low-Performing).
UT	Core Assessment CRT Program	NA	
	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing		
VA	Standards of Learning (SOL) Assessment Program		
	Virginia Literacy Testing Program		
	Virginia State Assessment NRT Program		
VI	Terra Nova Assessments Series	See 3.3.4	
VT	Standard's Referenced Exams (NSRE and VT Assmt)		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
VT	Vermont Developmental Reading Assessment		
WA	Norm Referenced Testing		
	Second Grade Reading		
	Washington Assessment of Student Learning		
WI	Reading Comprehension		
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Advanced/Proficient	Advanced/Proficient: The percentage of students equal to or above 90% of the state performance (scores vary by grade and subject area) or adequate yearly progress as defined by the Continuous Progress Indicator (CPI) which is now being developed for the 1998-99 school year.
WV	ACT Explore		
	ACT Work Keys		
	Norm-referenced Testing		
	Writing Assessment		
WY	Carl Perkins Assessment	85% Mastery	Applied communication, Applied Math, Affective and Thinking, Applied Science, Pre-employment and Employability
	Wyoming Comprehensive Assessment System		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
AK	California Achievement Test		
	Norm-Referenced Testing	61% of students at a school at a non-mastery level.	
AL	Alabama Direct Assessment of Writing	Level III	
	Alabama High School Graduation Exam, Third Edition		
	High School Basic Skills Exit Exam		
	Stanford Achievement Test, 9th edition	Clear	86%
AR	Criterion Referenced Testing		
	Norm Referenced Testing	NA	
AS	SAT9		
AZ	Stanford Achievement Test, Ninth Edition		
CA	Assessments in Career Education	N/A	N/A
	CHSPE		
	GED	N/A	N/A
	Golden State Exams		
	Physical Fitness Test		
	Standardized Testing and Reporting Program (STAR)		
CO	Reading, Writing, and Mathematics		
CT	Connecticut Academic Performance Test (CAPT)	N/A	N/A
	Connecticut Mastery Test (CMT)	N/A	
DE	Delaware Student Testing Program - Mathematics NRT		
	Delaware Student Testing Program - Reading NRT		
	Delaware Student Testing Program - Standards-Based Mathematics		
	Delaware Student Testing Program - Standards-Based Reading		
	Delaware Student Testing Program - Standards-Based Writing		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
FL	Florida Comprehensive Assessment Test	Not used in this manner	
	Florida Writing Assessment Program	Not used in this manner	
	High School Competency Test		
GA	Georgia High School Graduation Tests (GHSGT)		State wide percentages: 94% passed English Language Arts portion; 86% passed mathematics portion; 78% passed Social Studies portion; 70% passed the Science portion (these percentages represent first time 11th grade test takers-all students)
	Georgia Kindergarten Assessment Program-Revise (GKAP-R)		
	Iowa Tests of Basic Skills, Complete Battery		
	Writing Assessments (Grades 3, 5, 8, 11)	Fail - Grade 11. Grades 3, 5, 8 - NA	Grade 11 = 93% Grade 8 = 88% Grades 3 &5 = developmental scales
HI	Credit by Examination	NA, test is student-selected	
	Hawaii State Test of Essential Competencies	NA	NA
	Stanford Achievement Test 9th Ed.	NA	NA
IA	Standardized Testing ITBS and ITED		
ID	Math Assessment		
	Norm Referenced Test		
	Writing Assessment		
IL	ISAT-reading, mathematics, writing IGAP-Science, Social Studies	In process of development.	
IN	Statewide Assessment		
KS	Kansas Assessment Program	N/A	
KY	Alternate Portfolio		
	KCCT On-Demand	Accountability Index of 100 or greater (e.g. Proficient) on a scale of 1 to 140.	none
	National Norm Reference Test		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
KY	Writing Portfolio Assessment		
LA	Graduation Exit Examination		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests		
	Norm-referenced Testing Program		
MA	Massachusetts Comprehensive Assessment System (MCAS)		
MD	High School Assessments		
	Maryland Functional Tests	Satisfactory	85.3
	Maryland School Performance Assessment Program (MSPAP)	Level 3--Satisfactory (70% of the students score at Level 3 and above.) Excellent is achieved when 70% of the students score at Level 3 or above and 25% of the students score at Level 2 and above.	Varies by grade and content.
ME	Maine Educational Assessment	None Set	
MI	Grade 4 and 7 Reading and Mathematics	Interim accredited	
	Grade 5 and 8 Science, Social Studies and Writing	Interim accredited	
	MEAP High School Test		
MN	Basic Standards Tests	NA	
	Minnesota Comprehensive Assessments	Level 2; Partial mastery	70%
MO	MAP	NA	Insufficient data available
MS	Career Planning and Assessment System		
	Functional Literacy Exam		
	Norm-Referenced Testing		
	Subject Area Testing		
MT	Student Assessment Requirement		
NC	NC Annual Testing Program	Schools failed to demonstrate growth and/or at least 50 percent of the students perform at level 3 or above.	18.7
	NC Testing Program - Competency Testing	No minimum level is set, however, improvement must be demonstrated.	NA
	NC Tests of Computer Skills	NA	NA
	Norm-Referenced Testing Program	NA	NA
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Proficient	Less than 5 %

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
NE	No State Assessments 1998-99		
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Grade 11 High School Proficiency Test	85% of students must pass each part (subject area) of the test.	
	Grade Eight Proficiency Assessment	75% of students must score at Proficient on each of the 3 subjects.	
NM	NM Achievement Assessment		
	NM High School Competency Exam	Pass/Fail	
	NM Writing Assessment Program		
	Reading Assessments for Grades 1 and 2	Emergent	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult		
	High School Proficiency Examination		
	Norm-Referenced Testing at Grades 4, 8, and 10	Fewer than 40% of students scoring at or below 25 percentile in all subjects.	More than 95%
NY	NYS Testing Program		
	Occupational Education Proficiency Examinations		
	Program Evaluation Tests (PET)		
	Pupil Evaluation Program (PEP) - Gr 5 Writing only		
	Regents Competency Tests		
	Regents Examination Program	90% of students must meet graduation assessment requirements in English and mathematics using Regents examinations or RCTs.	
	Second Language Proficiency Exams		
OH	4th-Grade Proficiency Testing		N/A
	6th-Grade Proficiency Testing		N/A
	9th-Grade Proficiency Testing		N/A
	12th-Grade Proficiency Testing		N/A

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	Criteria for a School: Student average scores fall in the lowest quartile of Oklahoma students (25th state percentile rank and lower) and below the national average score (at the 49th percentile rank and lower).	97%
	Oklahoma Core Curriculum Tests - Multiple Choice	Title I School Improvement (SI) Schools are identified by 1) sites having less than 50% of students scoring 700 OPI or above on the OCCT in either mathematics or reading for all grades tested, and 2) for sites falling below 50% of student scoring satisfactorily, having less than a 5% gain for percent of students scoring at least a 700 OPI.	96% of Title I schools are at or above acceptable performance (includes SI sites and 1st year SI sites.)
	Oklahoma Core Curriculum Tests - Writing		
OR	Reading, Writing, and Mathematics Assessment		
PA	Reading, Writing, Mathematics		
PR	Prueba Puertorriquena de Competencias Escolares		
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard	NA
	Health Education Performance Assessment	Achieved the Standard	NA
	Writing Performance Assessment	Achieved The Standard	NA
SC	Criterion Referenced Tests - BSAP - High School Exit Examination		
	Criterion Referenced Tests - PACT		
	Criterion Referenced Tests - Readiness		
	Norm-Referenced Testing		
SD	Stanford Achievement Test, Ninth Edition		
	Stanford Writing Assessment, Third Edition		
TN	Achievement Test - NRT (3-8)		
	Competency Test		
	High School End of Course	actual to equal or exceed expected	
	TCAP Writing Assessment (4, 7, 11)		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		98.2% of those campuses that are rated
UT	Core Assessment CRT Program	NA	NA
	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing		
VA	Standards of Learning (SOL) Assessment Program		
	Virginia Literacy Testing Program	na	na
	Virginia State Assessment NRT Program	na	na
VI	Terra Nova Assessments Series	Basic	15%
VT	Standard's Referenced Exams (NSRE and VT Assmt)	First Review: Basic skills target - At least 60% of the students scored in the top two performance levels in the majority of indicators. AND Analytical Skills target - at least 50% of the students scored in the top two performance levels in the majority of analytic skills indicators. AND Second Review: Basic Skills Target - 30% or fewer of the students scored in the bottom two performance levels in the majority of basic skills indicators. AND Analytical Skills Target - 30% or fewer of the students scored in the bottom two performance levels in the majority of analytical skills indicators.	88% were not identified
	Vermont Developmental Reading Assessment		
WA	Norm Referenced Testing		
	Second Grade Reading		
	Washington Assessment of Student Learning		
WI	Reading Comprehension		
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Proficient	Varies based on subject
WV	ACT Explore		
	ACT Work Keys		
	Norm-referenced Testing		
	Writing Assessment		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
WY	Carl Perkins Assessment	Statewide standards that have been set across these applied vocational skill areas state that all schools must achieve 85% mastery among their students across these six different content areas.	
	Wyoming Comprehensive Assessment System		

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
AK	California Achievement Test	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ If test results would be	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑ meaningless			
	Norm-Referenced Testing	☐	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☑	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AL	Alabama Direct Assessment of Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
	Alabama High School Graduation Exam, Third Edition	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	High School Basic Skills Exit Exam	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Stanford Achievement Test, 9th edition	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
AR	Criterion Referenced Testing	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm Referenced Testing	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AS	SAT9	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
CA	Assessments in Career Education	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Voluntary Assessment	☐	☐	☑ Local Determination
				Locally developed:	☑	☐	☐	☐	☐	☑			
	CHSPE	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	GED	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Golden State Exams	☐	☐	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Physical Fitness Test	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☑ All plus Instructor
				Locally developed:	☑	☐	☐	☐	☐	☐			
	Standardized Testing and Reporting Program (STAR)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
CO	Reading, Writing, and Mathematics	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	State developed:	☐	☐	☑	☐	☐	☑ The only formal criteria in State Guidelines is the alignment of student instructional goals and test content. However, the IEP decision making process most probably considers the other criteria checked above.	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☑	☐	State developed:	☐	☐	☑	☐	☐	☑ The only formal criteria in state guidelines is the alignment of students instructional goal and test content. However, the IEP decision making process most probably considers the other criteria checked above.	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
DE	Delaware Student Testing Program - Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Delaware Student Testing Program - Reading NRT	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
FL	Florida Comprehensive Assessment Test	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☑ State Guidelines implememted by the IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐			

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
FL	Florida Writing Assessment Program	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☑ State Guidelines implememted by the IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐			
	High School Competency Test	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☑ State Guidelines implememted by the IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐			
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
HI	Credit by Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Tests have a self-selection basis.	☐	☐	☑ Self-selection
				Locally developed:	☐	☐	☐	☐	☐	☑			
	Hawaii State Test of Essential Competencies	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☑	☑	☑	☑	☐			
	Stanford Achievement Test 8th Ed.	☑	☐	State developed:	☑	☑	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
IA	Standardized Testing ITBS and ITED	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ determination of participation	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑ is made on an individual basis			
ID	Math Assessment	☑	☐	State developed:	☑	☑	☐	☐	☐	☐	☑	☑	☐
				Locally developed:	☑	☑	☑	☐	☐	☐			
	Norm Referenced Test	☑	☐	State developed:	☐	☑	☐	☑	☑	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☑	☐			
	Writing Assessment	☑	☐	State developed:	☑	☑	☐	☑	☐	☐	☐	☐	☐
				Locally developed:	☑	☑	☐	☑	☐	☐			
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
IN	Statewide Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☐	☑	☐	☐			
KS	Kansas Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☑	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
KY	Alternate Portfolio	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	KCCT On-Demand	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	National Norm Reference Test	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

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State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
KY	Writing Portfolio Assessment	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
LA	Graduation Exit Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
	Norm-referenced Testing Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
MD	High School Assessments	☐	☐	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Maryland Functional Tests	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Alignment of student's instructional goals. Student's instructional goals are not the Maryland Learning Outcomes; student is not seeking a Maryland state diploma. The student has alternate instructional goals and is seeking a certificate.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

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					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
ME	Maine Educational Assessment	☑	☐	State developed:	☑	☑	☐	☑	☐	☐	☑	☐	☑ The intent is to include not exclude any students
				Locally developed:	☐	☐	☐	☐	☐	☐			
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Parent request	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☑			
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Parent request	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
	MEAP High School Test	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Parent request	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
MN	Basic Standards Tests	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Minnesota Comprehensive Assessment	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
MO	MAP	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
MS	Career Planning and Assessment System	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
	Functional Literacy Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ SPED students not pursuing a high school diploma	☐	☐	☑ Parents, IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm Referenced Testing	☑	☐	State developed:	☑	☑	☑	☑	☑	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria						Who makes the decision?		
					Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
MS	Subject Area Testing	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
MT	Student Assessment Requirement	☑	☐	State developed:	☑	☐	☑	☑	☐	☐ Inability to benefit from test results.	☑	☐	☐
				Locally developed:	☑	☐	☑	☑	☐	☐			
NC	NC Annual Testing Program	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	NC Testing Program - Competency Testing	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	NC Tests of Computer Skills	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing Program	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	State developed:	☑	☐	☐	☐	☐	☑ If the student's IEP states that the student will take the test in a non-standardized manner or if the IEP excludes the student from the assessment. We list many accommodations that can be employed that do not jeopardize standardization. We encourage as many students to be assessed as possible. We have done this since spring of 1990. Most of our students with IEP's have always been included in the assessment. This holds true not only for this assessment component but for the National Assessment of Educational Progress as well.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑			
NE	No State Assessments 1998-99	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
NH	NH Educational Improvement and Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
NJ	Grade 11 High School Proficiency Test	☑	☐	State developed:	☐	☐	☐	☑	☐	☐ IEP must specify test exemption in each subject area.	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☑			
	Grade Eight Proficiency Assessment	☑	☐	State developed:	☐	☐	☐	☑	☐	☐ IEP must specify test exemption in each subject area	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☑			

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	Who makes the decision? IEP Committee	Parents alone	Other (Please specify)
NM	NM Achievement Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
	NM High School Competency Exam	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
	NM Writing Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ IEP determination	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
	Reading Assessments for Grades 1 and 2	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
NV	Direct Writing Assessment at Grade 8	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
	High School Proficiency Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Student's IEP committee elects for student to earn alternate diploma	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☑			
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ If written in IEP	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑			
NY	New York State Testing Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Occupational Education Proficiency Examinations	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Program Evaluation Tests (PET)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)		Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
NY	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	Regents Competency Tests	☑	☑	State developed:	☐	☐	☐	☐	☐	☐	To earn a diploma, students must demonstrate competency in five areas using RCTs or Regents examinations.	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	Regents Examination Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Second Language Proficiency Exams	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
OH	4th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	6th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	9th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	12th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐				

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Oklahoma Core Curriculum Tests - Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
OR	Reading, Writing, and Mathematics Assessment	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
PA	Reading, Writing, Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
RI	English Lang. Arts & Math Performance Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ If eligible for Alternate Assessment system	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Health Education Performance Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ If eligible for Alternate Assessment system	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Writing Performance Assessment	☐	☑	State developed:	☐	☐	☐	☐	☐	☐ If eligible for Alternate Assessment	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ students cannot receive a SC high school diploma if exempted from the this examination	☑	☐	☐
				Locally developed:	☑	☐	☑	☑	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
SC	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			
	Criterion Referenced Tests - Readiness Test	☐	☐	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing - TerraNova	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☑	☐			
SD	Stanford Achievement Test, Ninth Edition	☑	☐	State developed:	☑	☐	☐	☑	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Stanford Writing Assessment, Third Edition	☑	☐	State developed:	☑	☐	☐	☑	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
TN	(3 - 8) Achievement Test - NRT	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Competency Test	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	High School End of Course	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☑	☐	☐			
	TCAP Writing Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ ARD committees may exempt special education students; students under Section 504 may not be exempted.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
UT	Core Assessment CRT Program	☑	☐	State developed:	☑	☑	☐	☐	☐	☑ Any other reasons for exemption should be specified in the IEP	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Core Curriculum Testing (Perf. Assessment)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing	☑	☐	State developed:	☑	☑	☑	☐	☐	☐	☑	☐	☑ 504 Team
				Locally developed:	☐	☐	☐	☐	☐	☐			
VA	Standards of Learning (SOL) Assessment Program	☑	☐	State developed:	☐	☐	☑	☐	☐	☑ State Guidelines	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Virginia Literacy Testing Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ State guidelines; decision of committee	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
	Virginia State Assessment NRT Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Guidelines	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
VI	Terra Nova Assessments Series	☑	☐	State developed:	☑	☐	☑	☐	☑	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☑	☐			
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria							Who makes the decision?		
					Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		IEP Committee	Parents alone	Other (Please specify)
VT	Vermont Developmental Reading Assessment	☑	☐	State developed:	☐	☐	☑	☐	☐	☑	Educational or emotional detriment	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
WA	Norm Referenced Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐				
	Second Grade Reading	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Specified in IEP	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Washington Assessment of Student Learning	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐				
WI	Reading Comprehension	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	Students with disabilities are expected to be included if they are able to demonstrate at least some of the knowledge and skills on the WRCT with appropriate accommodations. This is the key criterion for inclusion--Excerpted from DPI Guidelines.	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☑				
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	State developed:	☐	☐	☑	☑	☐	☑	State policy is to include all students with disabilities if they are able to demonstrate at least some of the knowledge and skills on the "Wisconsin Knowledge and Concepts Examinations (WKCE) subject area tests.	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☑				

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	Who makes the decision?: IEP Committee	Parents alone	Other (Please specify)
WV	ACT Explore	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
	ACT Work Keys	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☑	☑	☑	☐	☐			
	Norm-referenced Testing	☑	☐	State developed:	☑	☐	☐	☐	☑	☐	☑	☐	☐
				Locally developed:	☐	☑	☑	☑	☐	☐			
	Writing Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
WY	Carl Perkins Assessment	☑	☑	State developed:	☑	☐	☐	☐	☐	☐	☐	☐	☑ SEA after request from LEA
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Wyoming Comprehensive Assessment System	☑	☐	State developed:	☑	☑	☑	☑	☐	☐	☐	☐	☑ SEA reviews requests from LEAs
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Totals by State	48	9	State developed:	17	6	16	8	3	11	47	3	7
	Totals by Jurisdiction	1	2		1	0	1	0	1	0	1	0	0
	Total	49	11		18	6	17	8	4	11	48	3	7
	Totals by State			Locally developed:	23	15	28	16	8	10			
	Totals by Jurisdiction				0	0	1	0	1	0			
	Total				23	15	29	16	9	10			

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
AK	California Achievement Test	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
AS	SAT9	☐	☑	☐	☐	☑	☐	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☑ IEP teams have become more aware of options. Some pressure based on school accountability

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Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
CO	Reading, Writing, and Mathematics	☐	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☐	☑	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
	High School Competency Test	☐	☐	☑	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☐	☐	☐	☐	☑	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☑ IDEA

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
GA	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☑	☐	☐	☐	☐
HI	Credit by Examination	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☐	☑	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☑	☑	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☑	☑	☐	☐	☑ federal guidelines
	Writing Assessment	☐	☑	☐	☑	☑	☐	☐	☑ federal guidelines
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐	☑ increased awareness, federal mandate
KS	Kansas Assessment Program	☐	☑	☐	☐	☑	☐	☐	☑ State Department encouragement
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☐	☑	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☑	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
LA	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐	☐	☐	☑	☐
	Norm-referenced Testing Program	☐	☐	☐	☐	☐	☐	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐	☑ State audits of exemptions. State and local education of IEP committees.
ME	Maine Educational Assessment	☐	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessment	☐	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☐	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☐	☐	☐	☐	☐	☑ New coding guidelines allow testing but exclusion of results.
	Functional Literacy Examination	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
MS	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☐	☐	☑ Greater awareness.
	NC Testing Program - Competency Testing	☐	☐	☑	☑	☑	☐	☐	☐
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☐	☑	☐	☐	☐	☐	☑ No significant difference.
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☑	☐	☐	☐	☐	☑	☑ Impending federal requirements
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☑ Increased awareness of testing modifications and of the benefit of testing as many students as possible
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☐	☐	☐	☑ LEA determination

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
NV	Direct Writing Assessment at Grade 8	☐	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☑	☑ More difficult exit exams and standards.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☑ National pressure
NY	New York State Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☐	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐	☑ A better understanding of modifications and accommodations
PA	Reading, Writing, Mathematics	☑	☐	☐	☑	☑	☑	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform and IDEA legislation.
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform efforts and IDEA legislation
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ IDEA and IASA legislation
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☑	☐	☐	☐	☐	☑ no change
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☐	☐	☐	☐	☑ first year of PACT
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐	☐	☑ first year of sample testing for an NRT
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☑	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☑	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
TN	(3 - 8) Achievement Test - NRT	☐	☑	☐	☐	☐	☐	☐	☑ increased number of accommodations
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐ increased number of accommodations
	High School End of Course	☐	☑	☐	☐	☐	☑	☐	☐ IDEA
	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☐	☑	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☑	☑	☑	☑	☐	☑ Federal mandates
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☑ Baseline year
WA	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
WA	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☑ changes in accountability system
WV	ACT Explore	☐	☑	☐	☐	☑	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☑	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Totals by State	8	18	27	5	7	4	5	18
	Totals by Jurisdiction	0	1	1	1	2	1	1	1
	Total	8	19	28	6	9	5	6	19

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
AK	California Achievement Test	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☐
	Norm Referenced Testing	☑	☐	☑	☐	☐
AS	SAT9	☑	☐	☑	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
CA	Assessments in Career Education	☑	☐	☐	☐	☑ 504 or IEP Specific
	CHSPE	☑	☐	☐	☑	☐
	GED	☐	☐	☑	☐	☐
	Golden State Exams	☑	☐	☑	☐	☑ Based on IEP
	Physical Fitness Test	☑	☐	☐	☑	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐
CO	Reading, Writing, and Mathematics	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐

Question 3.4.4 A

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?
A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
FL	Florida Comprehensive Assessment Test	☑	☐	☑	☐	☐
	Florida Writing Assessment Program	☑	☐	☑	☐	☐
	High School Competency Test	☑	☐	☑	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☑	☐	☐	☑	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☑	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☑	☐
HI	Credit by Examination	☑	☐	☐	☑	☐
	Hawaii State Test of Essential Competencies	☑	☐	☐	☑	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☐	☑	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☑ Determined by IEP committee
ID	Math Assessment	☑	☐	☐	☑	☐
	Norm Referenced Test	☑	☐	☐	☑	☐
	Writing Assessment	☑	☐	☐	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☐
IN	Statewide Assessment	☑	☐	☑	☐	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☐	☐
	National Norm Reference Test	☑	☐	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☐	☐
LA	Graduation Exit Examination	☑	☐	☐	☑	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	☑	☐
	Norm-referenced Testing Program	☑	☐	☐	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component? A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
MD	High School Assessments	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	☑	☐
	MEAP High School Test	☑	☐	☐	☑	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐
	Minnesota Comprehensive Assessment	☑	☐	☐	☑	☐
MO	MAP	☑	☐	☐	☑	☐
MS	Career Planning and Assessment System	☑	☐	☑	☐	☐
	Functional Literacy Examination	☑	☐	☑	☐	☐
	Norm Referenced Testing	☑	☐	☑	☐	☐
	Subject Area Testing	☑	☐	☑	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☐
	NC Tests of Computer Skills	☑	☐	☑	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☑	☑ We have some general guidelines as well as some very specific examples of accommodations. In addition we also state accommodations that jeopardize standardization. The student can take the test with any accommodation that is included in the IEP or Section 504 Plan. The emphasis to include as many students in the assessment as possible as well as following whatever is written in the IEP has been in place since 1990.

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
NE	No State Assessments 1998-99	☑	☐	☐	☑	☑ Report indicated what is known of local practices.
NH	NH Educational Improvement and Assessment Program	☑	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☑ Local IEP determination
	NM High School Competency Exam	☑	☐	☐	☐	☑ IEP determination
	NM Writing Assessment Program	☑	☐	☐	☐	☑ IEP determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☑ IEP determination for all categories listed below:
NV	Direct Writing Assessment at Grade 8	☑	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☑ IEP specific
NY	New York State Testing Program	☑	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☐	☑	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☑	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
OK	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☑ The state provides a list, however schools can call the department with specific requests. All requests are resolved.
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	☑	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☑	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☑	☐
TN	(3 - 8) Achievement Test - NRT	☑	☐	☑	☐	☐
	Competency Test	☑	☐	☑	☐	☐
	High School End of Course	☑	☐	☑	☐	☐
	TCAP Writing Assessment	☑	☐	☐	☐	☐ IDEA
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑ Determined on a case-by-case basis
UT	Core Assessment CRT Program	☑	☐	☐	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☐	☑ Local decision as to who is tested and accommodated.
	Norm-Referenced Testing	☑	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☐	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
VA	Virginia Literacy Testing Program	☑	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☑	☑ Most accomodations are standard protocols.
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☑ Most accomodations are standard protocols.
WA	Norm Referenced Testing	☑	☐	☑	☐	☐
	Second Grade Reading	☑	☐	☐	☑	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☐
WI	Reading Comprehension	☑	☐	☐	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☐
WV	ACT Explore	☑	☐	☐	☑	☐
	ACT Work Keys	☑	☐	☐	☑	☐
	Norm-referenced Testing	☑	☐	☐	☑	☐
	Writing Assessment	☑	☐	☐	☑	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑ Normal course of instruction/performance.
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐
	Totals by State	50	1	28	23	11
	Totals by Juridiction	3	0	2	1	0
	Total	53	1	30	24	11

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
AK	California Achievement Test	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ SDE approval.
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ SDE approval; amplification equipment (auditory trainer, etc.)
	High School Basic Skills Exit Exam	☑	☑	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ SDE approval; Amplification equipment (auditory trainer, etc.)
	Stanford Achievement Test, 9th edition	☐	☐	☑	☑	☑	☐	☑	☐	☐	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm Referenced Testing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
AS	SAT9	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☑	☑	☐	☐	☐	☑	☑	☑	☐	☐	☐ Additional time, breaks, scribe, signed instructions
	Golden State Exams	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component? B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
CA	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑ use of calculators
CO	Reading, Writing, and Mathematics	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑	☑ Enhanced Lighting, Special Acoustics
	Delaware Student Testing Program - Reading NRT	☐	☑	☑	☑	☐	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☑	☑	☐	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
FL	Florida Comprehensive Assessment Test	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Florida Writing Assessment Program	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
FL	High School Competency Test	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐	☑	☐	☐
HI	Credit by Examination	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑	☑ Reordering of items, audiotapes in American Sign Language and signed English test administered in 30-item and 10-item multiple segments.
	Stanford Achievement Test 8th Ed.	☐	☑	☑	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Norm Referenced Test	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Writing Assessment	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
KY	Alternate Portfolio	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	KCCT On-Demand	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	National Norm Reference Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐
LA	Graduation Exit Examination	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing Program	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
ME	Maine Educational Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	MEAP High School Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☐
MS	Career Planning and Assessment System	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐	☐	☑ Hearing aids, auditory trainers, specialized table, signing of Ma and WC subtests
	Norm Referenced Testing	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐	☑	☐	☐ Special table
	Subject Area Testing	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☑	☐	☑ Specialized table
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
NC	NC Tests of Computer Skills	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1998-99	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑
NJ	Grade 11 High School Proficiency Test	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grade 8	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☑ Lined paper for large script print
	High School Proficiency Examination	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑ Read questions aloud to self.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences
	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐
	Writing Performance Assessment	☑	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑ oral administration of the Reading subtest
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☑	☑	☑	☑	☐	☑	☑	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
TN	(3 - 8) Achievement Test - NRT	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	High School End of Course	☐	☐	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
	TCAP Writing Assessment	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☑ Colored transparency
UT	Core Assessment CRT Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Virginia Literacy Testing Program	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑ Audio Tape
	Virginia State Assessment NRT Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
WA	Norm Referenced Testing	☐	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
WI	Reading Comprehension	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑ Administer practice tests or examples before the administration date of the assessment; Assist the student to track the test items by pointing or placing the student's finger on the items; Allow use of equipment or technology that the student uses for other tests and school work.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☑ Any normally provided accommodation provided in the regular classroom instruction. (Oral reading of test content and questions except for reading and language arts test)
WV	ACT Explore	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐	☐
	Norm-referenced Testing	☑	☑	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
WV	Writing Assessment	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑ Auditory amplification devices, special lighting, flexible time schedule, extended time schedule
	Totals by State	44	46	45	46	45	32	46	28	45	25	31	11	17
	Totals by Jurisdiction	2	1	1	2	3	2	2	1	3	0	1	0	0
	Total	46	47	46	48	48	34	48	29	48	25	32	11	17

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
AK	California Achievement Test	☑	☑	☑	☑	☐	☑	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☑	☑	☐	☐	☑ SDE approval.
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☑	☑	☐	☑ SDE approval
	High School Basic Skills Exit Exam	☑	☑	☑	☑	☑	☑	☑	☐	☑ SDE approval.
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☐	☐
	Norm Referenced Testing	☑	☐	☑	☐	☐	☑	☑	☐	☐
AS	SAT9	☑	☐	☑	☑	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☐	☑	☑	☑	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☐	☐	☑	☑	☑	☐	☑ Large print answer document; Computer response
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☑	☐	☐	☑	☐	☐
CO	Reading, Writing, and Mathematics	☑	☐	☑	☑	☐	☑	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☑	☑	☑	☐	☑ Use of a scribe for multiple-choice and gridded items only.

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☑	☑	☑	☐	☑ Use of scribe for multiple-choice and gridded items only.
DE	Delaware Student Testing Program - Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☑	☐	☑	☑	☐	☐
	Florida Writing Assessment Program	☐	☐	☐	☑	☑	☑	☑	☐	☐
	High School Competency Test	☑	☐	☐	☑	☐	☑	☑	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☐	☐	☑	☑	☐	☐	☐	☑	☑ As indicated on IEP/IAP
	Iowa Tests of Basic Skills, Complete Battery	☑	☑	☑	☐	☐	☑	☑	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐	☑	☑	☑	☐	☐
HI	Credit by Examination	☑	☐	☑	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☑	☐	☐	☑	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☐	☐	☐	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☐	☑	☐	☑	☐	☑	☑	☐	☐
	Norm Referenced Test	☐	☑	☑	☐	☐	☐	☑	☐	☐
	Writing Assessment	☐	☑	☐	☑	☑	☑	☑	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☑	☑	☑	☐	☐
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☐	☑	☑	☑	☑	☑	☑	☐
	KCCT On-Demand	☑	☑	☑	☑	☑	☑	☑	☑	☐
	National Norm Reference Test	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Writing Portfolio Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
LA	Graduation Exit Examination	☑	☐	☑	☑	☑	☑	☑	☑	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Norm-referenced Testing Program	☑	☐	☑	☑	☑	☑	☑	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☐	☑	☐	☑	☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
ME	Maine Educational Assessment	☑	☐	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☑	☑	☑	☑	☑	☑	☐
	MEAP High School Test	☑	☑	☑	☑	☑	☑	☑	☑	☐
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☐	☑	☑	☑	☑	☑	☑	☑	☐
MS	Career Planning and Assessment System	☑	☐	☐	☐	☑	☑	☑	☐	☐
	Functional Literacy Examination	☑	☐	☐	☐	☑	☐	☑	☐	☐
	Norm Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐ Transfer ans. from large print test booklet to standard ans. Sheet
	Subject Area Testing	☑	☐	☐	☐	☑	☐	☑	☐	☐ Communication board
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☑	☑	☑	☑	☑	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☑	☐	☑	☐	☐
	NC Tests of Computer Skills	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1998-99	☑	☑	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☑	☑	☑	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grade 8	☐	☐	☐	☐	☑	☑	☐	☐	☑ Lined paper for large script printing; typewriter device to screen out sounds
	High School Proficiency Examination	☑	☐	☑	☑	☑	☑	☑	☐	☑ Clear records verbal answer or answers indicated in alternative manner.
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Response format :

State	Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☑	☑	☑	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☐	☑	☑	☑	☐	☐
	Health Education Performance Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
	Writing Performance Assessment	☐	☐	☐	☐	☑	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

State	Response format : Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
SC	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☑	☑	☑	☑	☑	☐
TN	(3 - 8) Achievement Test - NRT	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☑	☑	☐
	High School End of Course	☑	☑	☑	☑	☑	☐	☑	☑	☐
	TCAP Writing Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑	☑	☐	☐
UT	Core Assessment CRT Program	☑	☑	☑	☑	☐	☑	☑	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Virginia Literacy Testing Program	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☑	☑	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☐	☑	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

State	Response format : Component	Mark resonses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
WA	Norm Referenced Testing	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☑	☑	☐	☑	☑	☐
WI	Reading Comprehension	☐	☐	☐	☐	☑	☐	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☑	☐	☑	☐	☑	☐	☐
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐	☑	☐	☐
	Writing Assessment	☐	☐	☐	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☑	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Totals by State	41	27	41	40	43	41	46	28	10
	Totals by Jurisdiction	2	1	2	2	0	1	1	0	0
	Total	43	28	43	42	43	42	47	28	10

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
AK	California Achievement Test	☑	☑	☑	☐	☑	☑	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☑	☑	☑	☑	☑ Interpreter with teacher facing student; student in front of classroom; SDE approval.
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☑	☑ SDE approval
	High School Basic Skills Exit Exam	☑	☑	☑	☑	☑	☑	☑ SDE approval.
	Stanford Achievement Test, 9th edition	☑	☑	☑	☑	☑	☑	☐
AR	Criterion Referenced Testing	☑	☑	☑	☐	☑	☑	☐
	Norm Referenced Testing	☑	☑	☑	☐	☑	☑	☐
AS	SAT9	☐	☑	☑	☐	☑	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☑	☑	☐	☐
	GED	☐	☑	☐	☑	☐	☑	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
CO	Reading, Writing, and Mathematics	☑	☑	☑	☐	☑	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☑	☐	☑	☑	☐
	Connecticut Mastery Test (CMT)	☑	☑	☑	☐	☑	☑	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☑	☐	☑	☑	☐
FL	Florida Comprehensive Assessment Test	☑	☑	☑	☑	☑	☑	☐
	Florida Writing Assessment Program	☑	☑	☑	☑	☑	☑	☐
	High School Competency Test	☑	☑	☑	☑	☑	☑	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☑	☑	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☑	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☑	☑	☐	☑	☑	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
HI	Credit by Examination	☑	☑	☑	☐	☐	☑	☐
	Hawaii State Test of Essential Competencies	☑	☑	☑	☐	☑	☑	☑ At approved off-campus locations
	Stanford Achievement Test 8th Ed.	☑	☑	☑	☐	☑	☑	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☑	☑	☑	☐	☑	☑	☐
	Norm Referenced Test	☑	☑	☑	☐	☑	☑	☐
	Writing Assessment	☑	☑	☑	☐	☑	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☐	☑	☑	☐
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☑	☑	☐	☑	☑	☐
KY	Alternate Portfolio	☐	☑	☑	☐	☑	☐	☑ Community Based
	KCCT On-Demand	☑	☑	☑	☑	☑	☑	☐
	National Norm Reference Test	☑	☑	☑	☑	☑	☑	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☑	☐	☐
LA	Graduation Exit Examination	☑	☑	☑	☐	☑	☑	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

State	Component	Setting Format: Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
LA	Norm-referenced Testing Program	☑	☑	☑	☐	☑	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☐	☑	☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☑	☑	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☐	☑	☑	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☑	☑	☑	☑	☐
	MEAP High School Test	☑	☑	☑	☑	☑	☑	☐
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessment	☑	☑	☑	☐	☑	☑	☐
MO	MAP	☑	☑	☑	☐	☑	☑	☐
MS	Career Planning and Assessment System	☑	☑	☑	☑	☐	☐	☐
	Functional Literacy Examination	☑	☑	☑	☑	☑	☑	☐
	Norm Referenced Testing	☑	☑	☑	☑	☑	☑	☐
	Subject Area Testing	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☑	☐	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1998-99	☑	☑	☑	☐	☑	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☑	☐
NJ	Grade 11 High School Proficiency Test	☑	☑	☑	☐	☑	☑	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☐	☑	☑	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grade 8	☑	☑	☑	☑	☑	☑	☑ Special lighting
	High School Proficiency Examination	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

State	Component Setting Format:	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
NV	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☑	☑	☐	☑	☐	☐
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☑	☑	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP so long as administered by licensed teacher
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP as long as administered by licensed teacher
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP so long as administered by licensed teacher
	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP so long as administered by licensed teacher
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☐	☑	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☐	☑	☑	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☐	☑	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☑	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☐	☐	☑	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☑	☑	☐
	Writing Performance Assessment	☑	☐	☑	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☑	☑	☑	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☑	☑	☑	☐	☐	☑	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐	☐	☑	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☐	☐	☑	☐
TN	(3 - 8) Achievement Test - NRT	☑	☑	☑	☑	☑	☑	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☐
	High School End of Course	☑	☑	☑	☑	☑	☑	☐
	TCAP Writing Assessment	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☐	☑	☑	☐
UT	Core Assessment CRT Program	☐	☑	☑	☐	☑	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☑	☑	☑	☑	☐
	Virginia Literacy Testing Program	☑	☑	☑	☑	☑	☑	☐
	Virginia State Assessment NRT Program	☑	☑	☑	☑	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☐	☑	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☑	☑	☑	☐
WA	Norm Referenced Testing	☑	☑	☑	☐	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☑	☑	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☑	☑	☐
WI	Reading Comprehension	☑	☑	☑	☐	☐	☐	☑ Place student in the room or part of the room where he or she is most comfortable; Allow the special education teacher or aide to administer the test; Provide verbal praise or tangible reinforcements to increase motivation.

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☑	☑	☑ Any accommodation normally provided in the regular classroom instruction.
WV	ACT Explore	☐	☐	☐	☐	☑	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐
	Norm-referenced Testing	☐	☑	☑	☐	☑	☐	☐
	Writing Assessment	☐	☑	☑	☐	☑	☐	☐
WY	Carl Perkins Assessment	☑	☐	☑	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☑	☑	☐
	Totals by State	43	46	46	23	45	45	10
	Totals by Juridiction	1	2	3	0	3	1	0
	Total	44	48	49	23	48	46	10

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
AK	California Achievement Test	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☑ SDE approval.	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑ SDE approval	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☑	☑	☑	☑	☑ SDE approval.	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☑	☑	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AS	SAT9	☑	☐	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☐	☑	☑	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☑	☑	☑	☐	☐	☑	☑	☐
	GED	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☑ Alternate activities
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☑	☐	☑	☐	☐	☐
CO	Reading, Writing, and Mathematics	☑	☑	☐	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☑	☐	☑	☐	☑	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☑	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☑	☑	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☑	☑	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☑	☑	☑	☐	☑	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
HI	Credit by Examination	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☑	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☐	☑	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☑	☐	☐	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☐	☐	☑	☑	☐
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☑	☑	☐
	KCCT On-Demand	☑	☑	☐	☐	☐	☐	☑	☑	☐
	National Norm Reference Test	☑	☑	☐	☑	☐	☐	☑	☑	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☐	☐	☑	☑	☐
LA	Graduation Exit Examination	☑	☑	☑	☑	☐	☑	☑	☑	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☑	☑	☑	☐	☑	☑	☑	☐
	Norm-referenced Testing Program	☑	☑	☑	☑	☐	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☑	☐	☐	☑	☑	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☑	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☐	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☑	☐	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessment	☑	☑	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☑	☑	☑	☑	☐	☐	☑	☐	☐
MS	Career Planning and Assessment System	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Functional Literacy Examination	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☑	☐	☐	☐	☐	☐
	Subject Area Testing	☑	☑	☐	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
NC	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1998-99	☑	☑	☑	☑	☐	☑	☑	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☐	☐	☐	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grade 8	☑	☑	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☑	☑	☐	☐	☐	☐	☑	☐

Question 3.4.4 B **Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?**

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
NY	Occupational Education Proficiency Examinations	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Regents Competency Tests	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Regents Examination Program	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	12th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☐	☐	☑	☑	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
PR	Prueba Puertorriquena de Competencias Escolares	☑	☑	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☑	☐	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Competency Test	☑	☑	☑	☑	☐	☐	☐	☐	☐
	High School End of Course	☐	☐	☐	☑	☐	☐	☐	☐	☐
	TCAP Writing Assessment	☐	☐	☐	☑	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☐	☑ All TAAS tests are untimed	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

State	Component	Timing/Scheduling: Extended testing time	Timing/Scheduling: More breaks	Timing/Scheduling: Extending sessions over multiple days	Timing/Scheduling: Altered time of day that test is admin.	Timing/Scheduling: Other (Please specify)	Other Accommodations: Out-of-level testing	Other Accommodations: Use of word lists/ dictionaries	Other Accommodations: Use of spell checkers	Other Accommodations: Other (Please specify)
UT	Core Assessment CRT Program	☑	☑	☑	☑	☐	☑	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☑	☐	☐	☑	☑	☐
	Virginia Literacy Testing Program	☑	☐	☑	☑	☐	☐	☐	☑	☐
	Virginia State Assessment NRT Program	☑	☑	☑	☑	☐	☐	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☐	☐	☑	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☑	☐	☐	☑	☐	☐
WA	Norm Referenced Testing	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☑ Stop assessment if student is experiencing difficulty and is significantly below grade level	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☐	☐	☑	☐	☐
WI	Reading Comprehension	☑	☐	☑	☑	☑ Administer test in shorter sessions with more breaks or rest periods.	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☑	☑	☑	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☑	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☑	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Totals by State	46	46	39	40	8	11	21	14	5
	Totals by Jurisdiction	3	2	1	2	0	0	1	1	0
	Total	49	48	40	42	8	11	22	15	5

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
AK	California Achievement Test	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☐	Alternate program for an Occupational Diploma which requires Vocational Portfolio for students with disabilities
	High School Basic Skills Exit Exam	☐	☑	Alternate program for an Occupational Diploma which requires Vocational Portfolio for students with disabilities.
	Stanford Achievement Test, 9th edition	☑	☐	Determined locally by IEP team.
AR	Criterion Referenced Testing	☐	☑	
	Norm Referenced Testing	☐	☑	
AS	SAT9	☐	☑	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	
CA	Assessments in Career Education	☐	☑	
	CHSPE	☐	☐	
	GED	☐	☑	
	Golden State Exams	☐	☑	
	Physical Fitness Test	☑	☐	The regular assessment includes a variety of alternate activities are offered for students with special needs.
	Standardized Testing and Reporting Program (STAR)	☐	☑	
CO	Reading, Writing, and Mathematics	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☑	☐	Out of level testing can be considered a form of alternate assessment and will be formally so in 2000.
DE	Delaware Student Testing Program - Mathematics	☐	☑	In development; currently being piloted. Will be administered statewide in FY01
	Delaware Student Testing Program - Reading NRT	☐	☑	In development; currently being piloted. Will be administered statewide in FY01
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	In development; currently being piloted; will be administered statewide in FY01
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	In development; currently being piloted; will be administered statewide in FY01
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	In development; currently being piloted; will be administered statewide in FY01
FL	Florida Comprehensive Assessment Test	☑	☐	
	Florida Writing Assessment Program	☐	☑	
	High School Competency Test	☑	☐	
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program - Revised (GKAP-R)	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
GA	Iowa Tests of Basic Skills, Complete Battery	☐	☑	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	
HI	Credit by Examination	☐	☑	
	Hawaii State Test of Essential Competencies	☐	☑	
	Stanford Achievement Test 8th Ed.	☐	☑	
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm Referenced Test	☐	☑	
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☐	☑	Planned/under development.
KY	Alternate Portfolio	☑	☐	This is the alternate assessment.
	KCCT On-Demand	☑	☐	It is a decision based on curriculum. An Alternate Portfolio within the framework of the Academic Expectations focused on alternate curricular goals.
	National Norm Reference Test	☐	☑	
	Writing Portfolio Assessment	☑	☐	It is a decision based on curriculum. An Alternate Portfolio within the framework of the Academic Expectations focused on alternate curricular goals.
LA	Graduation Exit Examination	☐	☑	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	
	Norm-referenced Testing Program	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	Alternate assessments will be developed locally in 2000. A statewide alternate assessment (currently under development) will be used beginning in 2001.
MD	High School Assessments	☐	☐	
	Maryland Functional Tests	☐	☑	
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	Performance assessments were given to students with severe developmental delays. The performance assessments were based on alternate educational outcomes.
ME	Maine Educational Assessment	☑	☐	Students excluded from the MEA receive alternate assessment.
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	Alternates were determined by local districts.
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	Determined by local districts.
	MEAP High School Test	☑	☐	Determined by local districts
MN	Basic Standards Tests	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
MN	Minnesota Comprehensive Assessment	☐	☑	
MO	MAP	☐	☑	
MS	Career Planning and Assessment System	☐	☑	
	Functional Literacy Examination	☐	☑	
	Norm Referenced Testing	☐	☑	
	Subject Area Testing	☐	☑	
MT	Student Assessment Requirement	☑	☐	There may have been alternative assessments available in some settings.
NC	NC Annual Testing Program	☐	☑	They were not available from the state. The State required locals who exempted students from the statewide testing program to administer an alternate assessment. No data were collected to verify the extent to which this requirement was being met.
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☑	☐	Portfolio assessment.
	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	
NE	No State Assessments 1998-99	☑	☐	Local decision (unknown)
NH	NH Educational Improvement and Assessment Program	☐	☑	
NJ	Grade 11 High School Proficiency Test	☑	☐	Special Review Assessment (SRA) may be used to meet graduation testing requirement – includes portfolio type of assessment completed over months/years.
	Grade Eight Proficiency Assessment	☐	☑	
NM	NM Achievement Assessment	☑	☐	SEA allows LEA to utilize alternative assessments as appropriate per IEP
	NM High School Competency Exam	☑	☐	SEA allows LEA to create and administer appropriate alternative assessments.
	NM Writing Assessment Program	☑	☐	SEA allows LEA to create and administer appropriate alternative assessments
	Reading Assessments for Grades 1 and 2	☑	☐	Determined at local level by IEP
NV	Direct Writing Assessment at Grade 8	☐	☑	
	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	
NY	New York State Testing Program	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment.The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Occupational Education Proficiency Examinations	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
NY	Program Evaluation Tests (PET)	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment.
	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment.
	Regents Competency Tests	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment. Students who do not pass the RCTs or Regents or approved alternatives do not earn high school diplomas. Students who do not take these tests and earn acceptable scores receive IEP diplomas upon completion of their individual requirements.
	Regents Examination Program	☐	☑	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment
	Second Language Proficiency Exams	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	
	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
	12th-Grade Proficiency Testing	☐	☑	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	
OR	Reading, Writing, and Mathematics Assessment	☐	☑	
PA	Reading, Writing, Mathematics	☐	☑	
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	
RI	English Lang. Arts & Math Performance Assessment	☐	☑	
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☑	
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	
	Criterion Referenced Tests - Readiness Test	☐	☐	
	Norm-Referenced Testing - TerraNova	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment, Third Edition	☐	☑	
TN	(3 - 8) Achievement Test - NRT	☐	☑	
	Competency Test	☐	☑	
	High School End of Course	☐	☑	
	TCAP Writing Assessment	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	A state-provided list
UT	Core Assessment CRT Program	☐	☑	
	Core Curriculum Testing (Perf. Assessment)	☐	☐	
	Norm-Referenced Testing	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☐	☑	
	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☑	☐	Brigance Inventories (Criterion-referenced tests)
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	Modifications and Adaptations-out of level testing LifeSkills assessment
	Vermont Developmental Reading Assessment	☑	☐	Modifications and Adaptations
WA	Norm Referenced Testing	☐	☑	
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☐	☑	
WI	Reading Comprehension	☑	☐	Yes, at the local level. Locally-developed standards-based alternate assessments are expected to be administered.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	Alternate assessments are standards-based and locally developed.
WV	ACT Explore	☐	☑	
	ACT Work Keys	☐	☑	
	Norm-referenced Testing	☐	☑	
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	It was pilot-tested this year (1999-2000) and will be fully implemented next year.
	Totals by State	19	41	
	Totals by Jurisdiction	1	2	
	Total	20	43	

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
AK	California Achievement Test	We are developing participation guidelines for the inclusion of special education students in all state assessments.
	Norm-Referenced Testing	
AL	Alabama Direct Assessment of Writing	
	Alabama High School Graduation Exam, Third Edition	
	High School Basic Skills Exit Exam	
	Stanford Achievement Test, 9th edition	Development of standards and assessment.
AR	Criterion Referenced Testing	Committee of teachers are advising ADE on development of an alternative portfolio system for students with IEPs
	Norm Referenced Testing	Committee is currently developing an alternate assessment system.
AS	SAT9	none
AZ	Stanford Achievement Test, Ninth Edition	State Standards related to basic functioning are being written and assessment protocols are under development.
CA	Assessments in Career Education	None presently
	CHSPE	
	GED	
	Golden State Exams	
	Physical Fitness Test	
	Standardized Testing and Reporting Program (STAR)	Task force met in 1998 to begin development of alternative assessment. These are to be implemented spring 2000
CO	Reading, Writing, and Mathematics	Task force is developing model for field testing.
CT	Connecticut Academic Performance Test (CAPT)	Department staff have designed the alternate assessment which will be implemented in the 2000-01 school year. It is expected that Out of Level testing, which was introduced in 1990 for the CMT, is one component or tier of a two-tier alternative assessment system. The second tier for more significantly impaired students will be a developmental checklist completed by teachers.
	Connecticut Mastery Test (CMT)	Department staff have designed the alternate assessment which will be implemented in the 2000-01 school year. It is expected that Out of Level testing, which was introduced in 1990 for the CMT, is one component or tier of a two-tier alternative assessment system. The second tier for more significantly impaired students will be a developmental checklist completed by teachers.
DE	Delaware Student Testing Program - Mathematics	
	Delaware Student Testing Program - Reading NRT	

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
DE	Delaware Student Testing Program - Standards-Based Mathematics	
	Delaware Student Testing Program - Standards-Based Reading	
	Delaware Student Testing Program - Standards-Based Writing	
FL	Florida Comprehensive Assessment Test	
	Florida Writing Assessment Program	
	High School Competency Test	
GA	Georgia High School Graduation Tests (GHSGT)	
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	Alternate assessments currently being developed.
	Iowa Tests of Basic Skills, Complete Battery	Currently offering an alternate assessment for students with disabilities who cannot participate in regular assessment
	Writing Assessments (Grades 3, 5, 8, 11)	Special education personnel are collaborating with assessment staff to develop alternate assessments for 2000.
HI	Credit by Examination	None
	Hawaii State Test of Essential Competencies	None
	Stanford Achievement Test 8th Ed.	Identification and designation of alternative assessments are currently being determined by Special Education Section personnel of the Department.
IA	Standardized Testing ITBS and ITED	State task force working on developing/adapting standards and benchmarks as well as assessment process.
ID	Math Assessment	Special education team developing assessment to begin using in 2000
	Norm Referenced Test	Special education staff, along with a committee of educators, are designing an alternate assessment for the fall of 2000.
	Writing Assessment	Special education team is developing Writing Alternate Assessments to begin use in Jan. 2000
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	A task force has been convened to discuss participation and set guidelines for an RFP.
IN	Statewide Assessment	Has been piloted. Goes operational Fall 2000.
KS	Kansas Assessment Program	Extended standards have been written in reading/writing and mathematics. Extended standards are planned in science and social studies.
KY	Alternate Portfolio	Alternate assessment in place since 1993.
	KCCT On-Demand	Alternate Portfolio assessment implemented in 1993.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
KY	National Norm Reference Test	Not for this component of the assessment.
	Writing Portfolio Assessment	Alternate Portfolio assessment implemented in 1993. See separate description of assessment.
LA	Graduation Exit Examination	The state's alternate assessment program will be piloted in the 1999-00 school year, with implementation beginning the following year.
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	The state's alternate assessment program will be piloted in the 1999-2000 school year, with implementation beginning the following year.
	Norm-referenced Testing Program	The state's alternate assessment program will be piloted in the 1999-00 school year, with implementation beginning the following year.
MA	Massachusetts Comprehensive Assessment System (MCAS)	A statewide alternate assessment is under development based on state learning standards.
MD	High School Assessments	
	Maryland Functional Tests	
	Maryland School Performance Assessment Program (MSPAP)	
ME	Maine Educational Assessment	The Maine department of education currently has assigned staff to work with schools in developing alternate assessment strategies.
MI	Grade 4 and 7 Reading and Mathematics	Research is underway and policy is being developed.
	Grade 5 and 8 Science, Social Studies and Writing	Research is underway and policy is in development.
	MEAP High School Test	Research is underway and policy is in development.
MN	Basic Standards Tests	An alternate assessment is currently under development in reading, math and writing.
	Minnesota Comprehensive Assessment	Work is being done to develop an alternate assessment program.
MO	MAP	MAP-Alternate Portfolio Assessment is being developed by the Department of Elementary and Secondary Education.
MS	Career Planning and Assessment System	
	Functional Literacy Examination	
	Norm Referenced Testing	New CRT/NRT contract for grades 2-8 provides for the development of alternative assessments.
	Subject Area Testing	
MT	Student Assessment Requirement	An alternate assessment development process is underway and will be implemented with the spring 2001 statewide assessment.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
NC	NC Annual Testing Program	In response to revised IDEA legislation, North Carolina piloted an alternate assessment portfolio is 10 LEAs. The plan is to implement a statewide pilot of the instrument in 1999/2000. In addition, the plan is to develop a computerized adaptive testing system for students with disabilities who may be following the Standard Course of Study but functioning at a lower level.
	NC Testing Program - Competency Testing	Pilot planning began during 1997-98.
	NC Tests of Computer Skills	Portfolio assessment already available.
	Norm-Referenced Testing Program	None
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	We have a Task Force on the Participation of Students with Disabilities in Statewide Assessments/Alternate Assessments. The task force is working with various groups to help coordinate this process.
NE	No State Assessments 1998-99	Developing technical assistance guide.
NH	NH Educational Improvement and Assessment Program	Alternate assessment under development; will be on line by 7/1/2001.
NJ	Grade 11 High School Proficiency Test	Office of Assessment is working jointly with the Office of Special Education Programs to plan and develop an Alternate Proficiency Assessment for students with severe disabilities.
	Grade Eight Proficiency Assessment	The assessment office is working jointly with the office of Special Education Programs to plan and develop an Alternate Proficiency Assessment for students with severe disabilities.
NM	NM Achievement Assessment	Statewide review during 1998-99
	NM High School Competency Exam	Statewide review during 1998-99.
	NM Writing Assessment Program	Statewide review during 1998-99.
	Reading Assessments for Grades 1 and 2	Statewide reviews occurring during 98-99.
NV	Direct Writing Assessment at Grade 8	NA
	High School Proficiency Examination	None
	Norm-Referenced Testing at Grades 4, 8, and 10	Unknown: District specific. CRT's are in development at grades 3 and 5 and will be used for all students
NY	New York State Testing Program	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Occupational Education Proficiency Examinations	
	Program Evaluation Tests (PET)	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
NY	Pupil Evaluation Program (PEP) - gr 5 writing only	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Regents Competency Tests	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Regents Examination Program	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Second Language Proficiency Exams	
OH	4th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000--01.
	6th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
	9th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
	12th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	
	Oklahoma Core Curriculum Tests - Multiple Choice	
	Oklahoma Core Curriculum Tests - Writing	SDE is currently developing standards to be used for alternate assessments.
OR	Reading, Writing, and Mathematics Assessment	Assessments are beign developed that will allow students to take assessments appropriate to their educational level in either the academic area or in life skills.
PA	Reading, Writing, Mathematics	A request for proposal was issued by the department to develop alternate assessments. This process is still moving ahead. The altemative assessment, or PASA, is available for writing and Math for 2000-2001
PR	Prueba Puertorriquena de Competencias Escolares	
RI	English Lang. Arts & Math Performance Assessment	Alternate Assessment system under currently being piloted for use beginning in July 2000.
	Health Education Performance Assessment	We are piloting Alternate Assessments for full implementation beginning in July, 2000.
	Writing Performance Assessment	Piloting of Alternate Assessments for use beginning in July, 2000.
SC	Criterion Referenced Tests - BSAP Exit Examination	none
	Criterion Referenced Tests - PACT grades 3 - 8	Standards and tests were under development.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
SC	Criterion Referenced Tests - Readiness Test	
	Norm-Referenced Testing - TerraNova	None because the NRT is not part of the statewide assessment program. It is a small sample administration.
SD	Stanford Achievement Test, Ninth Edition	An alternate assessment will be disseminated in Fall 2000
	Stanford Writing Assessment, Third Edition	An alternate assessment will be disseminated in Fall 2000
TN	(3 - 8) Achievement Test - NRT	Alternative assessment pilot test
	Competency Test	Alternative assessment pilot test
	High School End of Course	Alternative assessment pilot test
	TCAP Writing Assessment	Alternative assessment pilot test
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Texas is developing an alternative assessment for students in grades 3-8 who are receiving academic instruction in the Texas curriculum and for whom the TAAS is an inappropriate measure of their progress. ARD committees will decide on the year-to-year expected growth on this assessment. The alternative assessment was field tested in spring 1999 and the first administration is planned for spring 2001. In addition, legislation enacted in 1999 requires implementation of an alternative assessment no later than the 2003-2004 school year for students in grades 9 and 10 who are receiving academic instruction in the Texas curriculum and for whom the TAAS is an inappropriate measure of their progress.
UT	Core Assessment CRT Program	Alternate assessment will be in place July 2000 and first used statewide Fall 2000.
	Core Curriculum Testing (Perf. Assessment)	
	Norm-Referenced Testing	An alternate assessment will be in place by July 2000.
VA	Standards of Learning (SOL) Assessment Program	Planning is currently underway for the development of an alternate assessment.
	Virginia Literacy Testing Program	Planning is currently underway for the development of an alternate assessment.
	Virginia State Assessment NRT Program	Planning for the development of an alternate assessment is currently underway.
VI	Terra Nova Assessments Series	The VI has taken the step to develop a state plan and attempts are being made to address all these areas.
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Validation of process of assigning students to standard, accommodated, modified, adapted or lifeskills assessment. Validattion of lifeskills assessment process.
	Vermont Developmental Reading Assessment	Research and development of current uses, appropriate assignment of alternates and accommodations, development of specific guidelines and policies. Pilot study of assessment options ongoing.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
WA	Norm Referenced Testing	Statewide committee to make recommendations
	Second Grade Reading	None
	Washington Assessment of Student Learning	
WI	Reading Comprehension	None at the present time. However, there will be guidelines published to assist IEP teams in making connections between alternate assessments and state academic standards "alternate performance indicators."
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	In the Fall of 1999, DPI will publish a Guide Book for facilitating standards-based alternate assessments.
WV	ACT Explore	
	ACT Work Keys	None
	Norm-referenced Testing	Policy dictates an alternate assessment be used.
	Writing Assessment	None in Writing Assessment.
WY	Carl Perkins Assessment	Alternate assessments is under development
	Wyoming Comprehensive Assessment System	See above.

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☐	☐	☑	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☐
	Norm Referenced Testing	☑	☐	☑	☐	☑	☐
AS	SAT9	☑	☐	☐	☐	☐	☑
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☐	☑
	Golden State Exams	☑	☐	☑	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☑	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐	☑
CO	Reading, Writing, and Mathematics	☑	☐	☐	☐	☐	☑
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☐	☑	☐
	Florida Writing Assessment Program	☑	☐	☐	☐	☑	☐
	High School Competency Test	☑	☐	☐	☐	☑	☐

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☑	☐	☐	☑	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☑	☑	☑	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☐	☑	☐
HI	Credit by Examination	☑	☐	☑	☑	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☐	☑
	Stanford Achievement Test 8th Ed.	☑	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☐	☐	☑
	Norm Referenced Test	☑	☐	☐	☐	☐	☑
	Writing Assessment	☑	☐	☐	☐	☐	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☑
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑
KY	Alternate Portfolio	☑	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☐	☐
	National Norm Reference Test	☑	☐	☑	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☐	☐
LA	Graduation Exit Examination	☑	☐	☑	☑	☐	☑
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☑	☐	☑
	Norm-referenced Testing Program	☑	☐	☑	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☐	☐	☑
MD	High School Assessments	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☐	☑
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☑	☐	☑
ME	Maine Educational Assessment	☑	☐	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐	☐

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
MI	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐	☑
	Minnesota Comprehensive Assessment	☑	☐	☐	☑	☐	☑
MO	MAP	☑	☐	☐	☐	☐	☑
MS	Career Planning and Assessment System	☑	☐	☐	☐	☑	☐
	Functional Literacy Examination	☑	☐	☐	☑	☐	☐
	Norm Referenced Testing	☑	☐	☐	☑	☐	☐
	Subject Area Testing	☑	☐	☐	☑	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐	☑
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☑	☑
	NC Tests of Computer Skills	☑	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☑	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☑	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑	☐
	NM Writing Assessment Program	☑	☐	☐	☐	☑	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☑	☐	☐	☐	☐	☑
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☑
NY	New York State Testing Program	☑	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NY	Pupil Evaluation Program (PEP) - gr 5 writing only	☑	☐	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☑	☐	☑	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☑
PA	Reading, Writing, Mathematics	☑	☐	☑	☐	☐	☑
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☐	☐	☑	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	☐	☐	☐	☑
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☑
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☑	☐
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☑	☑	☐
TN	(3 - 8) Achievement Test - NRT	☑	☐	☐	☐	☐	☑
	Competency Test	☑	☐	☐	☑	☐	☑
	High School End of Course	☑	☐	☐	☑	☐	☐
	TCAP Writing Assessment	☐	☐	☐	☐	☐	☐

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☐	☐	☑
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑
	Virginia Literacy Testing Program	☑	☐	☐	☐	☐	☑
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☑
WA	Norm Referenced Testing	☑	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☑
WI	Reading Comprehension	☑	☐	☐	☐	☐	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☑
WV	ACT Explore	☐	☑	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☑	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑
	Totals by State	44	8	13	23	13	25
	Totals by Jurisdiction	2	0	0	0	1	1
	Total	46	8	13	23	14	26

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	☐	☑	☐	☑	☐
	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐
AS	SAT9	☐	☐	☑	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐
	GED	☐	☐	☑	☐	☐	☐	☐
	Golden State Exams	☑	☐	☐	☑	☑	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☑	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐

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DE	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program -Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☑	☐	☐	☑	☐
HI	Credit by Examination	☐	☐	☑	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☐	☑	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☑	☐	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☐	☑	☑	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☑	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
LA	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☐	☑	☐	☐	☐	☐
	Minnesota Comprehensive Assessment	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐	☐	☐
	Functional Literacy Examination	☐	☐	☑	☐	☐	☐	☐
	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐
	Subject Area Testing	☐	☐	☑	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☐	☐	☐	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐
	Pupil Evaluation Program (PEP) - gr 5 writing only	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☑	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐

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State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
OR	Reading, Writing, and Mathematics Assessment	☐	☐	☑	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☐	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☑	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☑	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☑	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☐	☐	☑	☐	☐	☐	☐
	High School End of Course	☐	☐	☑	☐	☐	☐	☐
	TCAP Writing Assessment	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☐	☐	☐	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☐	☐	☐
WA	Norm Referenced Testing	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐
	Totals by State	6	31	19	5	3	2	1
	Totals by Jurisdiction	0	1	2	0	0	0	0
	Total	6	32	21	5	3	2	1

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
AK	California Achievement Test	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Norm Referenced Testing	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
AS	SAT9	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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CA	Assessments in Career Education	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Totally Voluntary
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
	CHSPE (Nothing Applies)	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☑	☐	State Developed	☐	☐	☐	☐	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☑ Time in Bilingual program
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☑ Time in a Bilingual Program
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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DE	Delaware Student Testing Program - Mathematics	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
FL	Florida Comprehensive Assessment Test	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑	☐	State Developed	☑	☑	☐	☑	☑	☐	☐	☐
				Locally Developed	☑	☑	☐	☑	☑	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☑	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Series of tests have a self-selection basis
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
	Hawaii State Test of Essential Competencies	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ NA
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	State Developed	☑	☑	☐	☐	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☑	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☑	☐	☐	☐	☐	☐	☐

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IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
KY	Alternate Portfolio	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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Exemption Criteria:

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MD	High School Assessments	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Students may, at their request, be exempted from one administration.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐ All students, including LEP students, must pass each Maryland Functional Test to receive a Maryland high school diploma.
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ For one administration of the test
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
ME	Maine State Tests	☑	☐	State Developed	☐	☐	☐	☑	☑	☑	☑	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐

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MS	Career Planning and Assessment System	☑	☐	State Developed	☐	☐	☑	☐	☑	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Functional literacy Examination	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Subject Area Testing	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☑
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☑ If the local decision is that the student can not meaningfully participate, they can exclude the student. The LEP Assessment Guidelines for 1999 will require all LEP students to be tested except for students who score at the Level 1 as determined by the Woodcock-Munoz Language Proficiency Test or similarly designed test.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
NE	No State Assessments 1998-99	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Teacher judgement.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
NH	NH Educational Improvement and Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	NM High School Competency Exam	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	NM Writing Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐

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NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Below specified level on LAS
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
	High School Proficiency Examination	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Not if student intends to earn standard diploma.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
OH	4th-Grade Proficiency Testing	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐ Literacy skills in English (and/or for some assessments in Spanish or Russian) The guidelines are State developed.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
RI	English Lang. Arts & Math Performance Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☑	☑	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☑	☑	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☑	☑	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐ they cannot receive a SC high school diploma if exempted from this examination
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ the student is exempt from this sample testing if the students language proficiency is limited to the point that the score would not be valid when compare to the norm group
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
TN	(3 - 8) Achievement Test - NRT	☑	☐	State Developed	☑	☑	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Competency Test	☑	☑	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	High School End of Course	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☑	☐	☑	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	State Developed	☑	☑	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☑ During a three-year period, starting with their first TAAS-tested year, students for whom TAAS in English or Spanish is not appropriate may be exempted.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☑	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Time in English instruction
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
VA	Standards of Learning (SOL) Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ State Guidelines
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Frogram	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Use of State Guidelines
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	State Developed	☐	☑	☐	☑	☑	☑	☑	☐
				Locally Developed	☐	☑	☐	☑	☑	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☐	☐	☑	☐	☐	☐	☐
WI	Reading Comprehension	☑	☐	State Developed	☐	☐	☐	☑	☑	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
WV	ACT Explore	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	ACT Work Keys	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-referenced Testing	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Writing Assessment	☐	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	State Developed	☑	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	**45**	**16**	State developed:	**19**	**13**	**7**	**15**	**4**	**5**	**2**	**9**
	Totals by Jurisdiction	**1**	**2**		**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**
	Total	**46**	**18**		**19**	**14**	**7**	**16**	**5**	**6**	**3**	**9**
	Totals by State			Locally developed:	**3**	**2**	**1**	**12**	**11**	**3**	**3**	**5**
	Totals by Jurisdiction				**0**	**1**	**0**	**1**	**1**	**1**	**0**	**0**
	Total				**3**	**3**	**1**	**13**	**12**	**4**	**3**	**5**

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
AK	California Achievement Test	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑ LEP Committee - a committee of 3 or more including LEA rep., teacher, parent(s)	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑ LEP committee of three or more including LEA rep., teacher, and parent(s).	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	☐	☐
	Norm Referenced Testing	☑	☐	☐	☐
AS	SAT9	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑ local school board	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☑ Student, Teacher - volun.
	CHSPE (Nothing Applies)	☐	☐	☐	☐
	GED	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑ School Building Staff	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑ District Test Coordinator/ School Administrator	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☐	☑ District Test Coordinators / School Administrators	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☐	☐	☑ State guidelines
	Florida Writing Assessment Program	☐	☐	☐	☑ State guidelines
	High School Competency Test	☐	☐	☐	☑ State guidelines
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑ administrators, parents, LEP teachers, classroom teachers	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☑ School officials and parents
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
HI	Credit by Examination	☐	☐	☐	☑ Self-selection participation
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑ Teacher/District and State coordinators	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐
ID	Math Assessment	☑	☑	☐	☐
	Norm Referenced Test	☑ teacher, principal, counselor, etc.,	☑	☐	☐
	Writing Assessment	☑	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐
IN	Statewide Assessment	☑ Teacher, Principal	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☐	☐
KY	Alternate Portfolio	☐	☐	☐	☐
	KCCT On-Demand	☐	☐	☐	☐
	National Norm Reference Test	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑ Bilingual education department and principal	☐	☐
MD	High School Assessments	☐	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
MD	Maryland Functional Tests	☐	☐	☐	☑ Teacher recommendation, agreed to by parent, certified by school principal, and documented in the student's permanent record.
	Maryland School Performance Assessment Program (MSPAP)	☑ Local LEP Committee	☐	☐	☑ Teacher recommendation, agreed to by parent, certified by principal and documented in permanent record.
ME	Maine State Tests	☑ Principal, ESL director, ESL Teacher, Parent	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☐	☑	☐
	MEAP High School Test	☐	☐	☑	☐
MN	Basic Standards Tests	☐	☑ teachers or administrators	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐
MO	MAP	☐	☐	☐	☑ Varies among districts
MS	Career Planning and Assessment System	☑ Parent/teacher committee	☐	☐	☐
	Functional literacy Examination	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑ LEA	☐	☐
	Subject Area Testing	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐
NC	NC Annual Testing Program	☐	☑ school committee	☐	☐
	NC Testing Program - Competency Testing	☑	☑ school committee	☐	☐
	NC Tests of Computer Skills	☑	☑ School Committee	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
NC	Norm-Referenced Testing Program	☐	☑ Time enrolled in school district.	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑ varies	☑ varies	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☑ per language assessment procedures
	NM High School Competency Exam	☐	☑	☐	☑ Local language assessment determination
	NM Writing Assessment Program	☐	☑ Local option	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☑ Local options as to determination.
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☑ Student, parent(s), teacher(s), and school administrators most familiar with student's English language acquisition.
	High School Proficiency Examination	☐	☐	☐	☑ IEP opts for alternative diploma.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑ State sets minimum "LAS" scores required for participation
NY	New York State Testing Program	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
NY	Pupil Evaluation Program (PEP)	☐	☑	☐	☐
	Regents Competency Tests	☐	☑ Principal	☐	☐
	Regents Examination Program	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☑ Committee includes parents.	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑ Committee including parents	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑ Teachers, language assessment personnel, parents, and possibly students	☐	☐
PA	Reading, Writing, Mathematics	☐	☑ LEP professional staff in the school	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑ Teacher, Principal, LEP Director	☐	☐
	Health Education Performance Assessment	☐	☑ Teachers, Principal, LEP Director	☐	☐
	Writing Performance Assessment	☐	☑ Teacher, administrator or LEP Director	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☑ with parent consent	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
SC	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑ With parents consent.	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑ Team meeting to discuss options	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑ Team meeting to discuss options	☐	☐
TN	(3 - 8) Achievement Test - NRT	☐	☑	☐	☐
	Competency Test	☐	☑	☐	☐
	High School End of Course	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑ The language proficiency assessment committee (LPAC) consists of an administrator, a bilingual teacher, and a parent.	☐	☐	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑ parents, teacher, other school personnel	☐	☐	☐
VI	Terra Nova Assessments Series	☑ State and District Coordinators - BESL	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If Yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐
WA	Norm Referenced Testing	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑ Child study team	☐	☐	☐
WI	Reading Comprehension	☑ Based on assessment of English proficiency. Local school district committee.	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑ Regular education and bilingual teachers--based on assessment of English Proficiency and school board decision.	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐
	ACT Work Keys	☐	☑	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐
	Writing Assessment	☐	☑	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐	☑ SEA based on request from LEA
	Totals by State	21	25	1	9
	Totals by Jurisdiction	1	0	0	0
	Total	22	25	1	9

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
AK	California Achievement Test	☑	☐	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☐	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	☐	☐	☐	☑	☐
	Norm Referenced Testing	☑	☐	☐	☐	☐	☑	☐
AS	SAT9	☐	☑	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☐	☑	☐	☐
	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☐	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☑	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☐	☐	☑	☐	☐
	Norm-referenced Testing Program	☑	☐	☐	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐
ME	Maine State Tests	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
MI	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☑	☐	☐	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☑	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐	☐
	Functional literacy Examination	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☑	☐	☐
	Subject Area Testing	☐	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☑	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
NY	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☐	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	☐	☐	☐	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☑	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☑	☐	☐	☑	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☑	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☑	☐	☐	☐	☐	☑	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☑	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☑	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☑	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐
	Totals by State	22	37	2	4	10	7	0
	Totals by Jurisdiction	1	2	0	0	1	0	0
	Total	23	39	2	4	11	7	0

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
AK	California Achievement Test	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☐	☐	☐	☑ Increased LEP population.
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☐	☐	☑ Increased LEP population
AR	Criterion Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
AS	SAT9	☐	☑	☐	☐	☑	☐	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☑ Increase in population
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
DE	Delaware Student Testing Program - Mathematics	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
FL	Florida Comprehensive Assessment Test	☐	☐	☑	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
	High School Competency Test	☐	☐	☑	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☐	☐	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☑	☑	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐	☐	☐ NA
	Stanford Achievement Test 8th Ed.	☑	☐	☐	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☑	☑	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
ID	Norm Referenced Test	☐	☑	☐	☑	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☑	☑	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☑	☐	☐	☑	☐	☐	☑ State Department encouragement
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☐	☑	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☑	☐	☐	☐	☐	☐
ME	Maine State Tests	☐	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator reques	Public pressure	Legislative or state board action	Other (Please describe)
MI	Grade 5 and 8 Science, Social Studies and Writing	☐	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☐	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Functional literacy Examination	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐ not reported to state
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☐	☐	☑ Number increased due increase in population of ESL students
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of ESL students
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☑ In NH, LEP students make up a small part of the total enrollment. Therefore, it is difficult to determine what has led to this change.
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
NJ	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☐	☐	☐	☑ Local determination of language assessment
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☑ Migratory patterns
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☑ Growth in state LEP population
NY	New York State Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☑	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☑	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	☑	☑	☐	☑	☑ Oregon has developed assessments in a "side-by-side" format to support the expectation that "all" students are assessed. A better understanding of the usefulness of the assessments and the data from the assessments has helped support the decrease in exemptions.
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☐	☐	☐	☑ More LEP students enrolled in schools.
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform initiatives to include all students in the assessment program
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☑	☐	☐	☐	☐	☑ no change
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☐	☐	☐	☐	☑ first year of test
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐	☐	☑ first year of this NRT and first year of sample testing

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of foreign families moving in.
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of foreign families moving in.
TN	(3 - 8) Achievement Test - NRT	☑	☐	☐	☐	☐	☐	☐	☑ LEP Population increase
	Competency Test	☑	☐	☐	☐	☐	☐	☐	☑ Increase in LEP population
	High School End of Course	☑	☐	☐	☐	☐	☐	☐	☑ Population increase
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☐	☐	☐	☐	☐ Population increase
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☑	☑	☐	☑ Implementation of state-published Spanish version of TAAS
UT	Core Assessment CRT Program	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☑	☑	☑	☑	☐	☐ Federal mandates
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☐	☐	☐	☐	☐	☐	☑ Still no data analyzed
	Vermont Developmental Reading Assessment	☐	☐	☐	☐	☐	☐	☐	☑ Baseline year, no other data
WA	Norm Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years:

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
WA	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☑	☐	☐	☐	☐	☐	☐	☑ Many more LEP students are moving to Wisconsin.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☑ changes in accountability policies
WV	ACT Explore	☐	☑	☐	☐	☑	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Totals by State	12	9	27	3	7	1	3	17
	Totals by Jurisdiction	0	1	1	1	2	1	1	0
	Total	12	10	28	4	9	2	4	17

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component? A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
AK	California Achievement Test	☑	☐	☐	☑	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☑	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☐	☐	☑ Same as for IEP
	Norm Referenced Testing	☐	☑	☐	☐	☐
AS	SAT9	☑	☐	☑	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐
	Golden State Exams	☑	☐	☐	☐	☑ If student writes in native language on any exam except English Composition and a scorer in that language is available, it will be scored.
	Physical Fitness Test	☐	☑	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐
CO	Reading, Writing, and Mathematics	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☐	☑	☐	☐
	Florida Writing Assessment Program	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?
A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
FL	High School Competency Test	☑	☐	☑	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑	☐	☐	☑	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☑	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐ NA
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐
	Norm Referenced Test	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☐	☐
	National Norm Reference Test	☑	☐	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☐	☐
	Norm-referenced Testing Program	☑	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☐
ME	Maine State Tests	☑	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component? A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
MI	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☑	☑	☐
	MEAP High School Test	☑	☐	☑	☑	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐
MO	MAP	☑	☐	☑	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐
	Functional literacy Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐
	Subject Area Testing	☑	☐	☑	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☐
	NC Tests of Computer Skills	☑	☐	☐	☑	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☑ The same accommodations that are allowed to special education students
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑ Spanish language form of exam is offered
	NM Writing Assessment Program	☑	☐	☐	☐	☑ Spanish Translation
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☑ Local language assessment determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐
NY	New York State Testing Program	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?
A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
NY	Occupational Education Proficiency Examinations	☑	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☑	☐	☐
	Pupil Evaluation Program (PEP)	☑	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☑	☐	☐
	Regents Examination Program	☑	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☑	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☑ same as for students with special needs
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	☑	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☑	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☑	☐
TN	(3 - 8) Achievement Test - NRT	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?
A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
TN	Competency Test	☑	☐	☑	☐	☐
	High School End of Course	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☑	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☐
UT	Core Assessment CRT Program	☑	☐	☐	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☑	☐	☐
WA	Norm Referenced Testing	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☐
WI	Reading Comprehension	☑	☐	☐	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☐
WV	ACT Explore	☐	☑	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐
	Norm-referenced Testing	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑ In the normal course of instruction.
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐
	Totals by State	45	16	26	13	6
	Totals by Jurisdiction	2	1	1	1	0
	Total	47	17	27	14	6

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
AK	California Achievement Test	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐		☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☐	☑	☑	☐		☐	☑ SDE approval.
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☑	☑	☐		☐	☑ SDE approval
	High School Basic Skills Exit Exam	☐	☑	☐	☑	☑	☐		☐	☑ SDE approval
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑	☑	☐		☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☑	☐	☐		☐	☐
	Norm Referenced Testing	☐	☐	☐	☐	☐	☐		☐	☐
AS	SAT9	☑	☑	☐	☑	☐	☐		☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑		☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐		☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐		☐	☐
	GED	☐	☐	☐	☐	☐	☐		☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐		☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
CA	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐		☐	☐
CO	Reading, Writing, and Mathematics	☐	☐	☐	☐	☐	☑	Spanish	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐		☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐		☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☑	☑	☑	☑	☐		☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☑	☑	☑	☑	☐		☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☐		☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑	☐		☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☐		☐	☐
FL	Florida Comprehensive Assessment Test	☑	☑	☐	☑	☑	☐		☐	☑ Teacher may clarify math items
	Florida Writing Assessment Program	☑	☑	☐	☑	☑	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
FL	High School Competency Test	☑	☑	☐	☑	☑	☐		☐	☑ Teacher may clarify math items
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐		☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑	☑	☑	☑	☑	☐		☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☐	☐	☐		☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐	☐	☐		☐	☐
HI	Credit by Examination	☐	☐	☐	☐	☐	☐		☐	☐
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐	NA	☐	☐ NA
	Stanford Achievement Test 8th Ed.	☐	☐	☐	☐	☐	☐		☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐		☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐		☐	☐
	Norm Referenced Test	☐	☐	☐	☑	☐	☐		☐	☐
	Writing Assessment	☐	☑	☐	☑	☐	☐		☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐		☐	☐
KS	Kansas Assessment Program	☑	☑	☐	☑	☑	☐		☐	☐
KY	Alternate Portfolio	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructional consistent.
	KCCT On-Demand	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructional consistent.
	National Norm Reference Test	☐	☐	☑	☑	☐	☐		☐	☑ With indications of need and if instructional consistent.
	Writing Portfolio Assessment	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructional consistent.
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐		☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐	☐	☐		☐	☑ Repeated directions
	Norm-referenced Testing Program	☐	☐	☐	☐	☐	☐		☐	☑ Repeated directions
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☑	☐	☐		☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐		☐	☐
	Maryland Functional Tests	☐	☑	☐	☑	☐	☐		☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☑	☐	☐		☐	☐
ME	Maine State Tests	☑	☑	☑	☑	☑	☑		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☐	☑	☐		☐	☑ Repeating of directions
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☐	☐	☑	☐		☐	☐
	MEAP High School Test	☑	☑	☐	☐	☑	☐		☐	☐
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑		☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☑	☑	☑	☑	Spanish, Hmong, Vietnamese	☑	☐
MO	MAP	☑	☑	☐	☑	☐	☐		☐	☐
MS	Career Planning and Assessment System	☐	☐	☐	☐	☐	☐		☐	☐
	Functional literacy Examination	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☐	☑	☐	☑	☐	☐		☐	☐
	Subject Area Testing	☐	☑	☐	☑	☐	☐		☐	☑ Administered by familiar teacher
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐		☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☑	☐	☐		☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☑	☑	☐		☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☑	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
NC	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐		☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☐		☐	☑ Any accommodation can be used as long as it is stated in the students written plan.
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐		☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐		☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐		☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑	☐		☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐		☐	☐
	NM High School Competency Exam	☐	☐	☐	☐	☐	☑	Spanish only	☐	☐
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐		☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐		☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☐	☑	☐	☐		☐	☐
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
NV	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐		☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☑	☑	for math tests only - Chinese, Haitian Creole, Russian, Spanish	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☑	☑	☑	translation must be oral and arranged for by the school	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☑	☑	Chinese, Haitian-Creole and Spanish	☐	☐
	Pupil Evaluation Program (PEP)	☐	☐	☐	☐	☐	☐		☐	☐
	Regents Competency Tests	☑	☐	☑	☑	☑	☑	Tests in Science, and Social Studies are translated into Chinese, French, Haitian Creole, Korean and Spanish. The test in math is translated into these same languages plus 23 others	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☑	☑	Two mathematics Regents examinations are translated into Chinese, Haitian Creole, Korean, Russian and Spanish	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☐	☐	☐		☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐		☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐		☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☑	☐		☑	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☐	☐		☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐		☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☐	☐	☑	☐		☐	☐
	Health Education Performance Assessment	☐	☑	☑	☑	☑	☑	Spanish	☐	☐
	Writing Performance Assessment	☐	☐	☐	☐	☑	☑	Spanish	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☐	☑	☑	☐		☐	☑
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☑	☐		☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing - TerraNova	☑	☐	☐	☑	☑	☐		☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☐	☐		☐	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☑	☐	☐		☐	☐
TN	(3 - 8) Achievement Test - NRT	☑	☑	☐	☑	☐	☐		☐	☐
	Competency Test	☐	☐	☐	☐	☐	☐		☐	☐
	High School End of Course	☐	☐	☐	☐	☐	☐		☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐		☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☐	☑	☐		☐	☐
UT	Core Assessment CRT Program	☑	☑	☑	☑	☑	☑	Whatever language is requied	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐		☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☐	☐	☐	☐		☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐		☐	☐
	Virginia State Assessment NRT Program	☑	☑	☐	☑	☐	☐		☐	☑ Testing under non-standard conditions is allowed. Types of accommodations are specified by the state.
VI	Terra Nova Assessments Series	☑	☑	☑	☐	☐	☑	Spanish	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☑	☑	☑	Spanish version of Math test only	☐	☐
	Vermont Developmental Reading Assessment	☑	☑	☐	☑	☑	☐		☐	☐
WA	Norm Referenced Testing	☐	☐	☐	☑	☑	☐		☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐		☐	☐
	Washington Assessment of Student Learning	☑	☑	☐	☑	☑	☐		☐	☐
WI	Reading Comprehension	☐	☐	☐	☑	☐	☐		☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☑	☑	☑	☐		☐	☑ Oral reading of questions and directions does not occur for reading/language test.

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
WV	ACT Explore	☐	☐	☐	☐	☐	☐		☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐		☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐		☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐		☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☑	☐		☐	☐
	Totals by State	28	29	15	31	21	9		3	11
	Totals by Jurisdiction	2	2	1	1	0	1		1	0
	Total	30	31	16	32	21	10		4	11

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
AK	California Achievement Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑ Typewriter or word processor.	☑	☑	☑	☑ SDE approval.
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑	☑	☑	☑ SDE approval; by student's ESL teacher
	High School Basic Skills Exit Exam	☐	☐	☑ Mark answers in test booklet.	☑	☑	☑	☑ SDE approval; By students ESL teacher.
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑	☑	☑	☐
AR	Criterion Referenced Testing	☐	☐	☐	☑	☑	☑	☐
	Norm Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AS	SAT9	☐	☐	☐	☐	☑	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑	☑	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☑ Above except English, written composition and there is a scorer.	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☑	☑	☑	☐
CO	Reading, Writing, and Mathematics	☑	☐	☐	☑	☑	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☐	☐	☐	☑	☑	☑	☐
DE	Delaware Student Testing Program - Mathematics	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☐	☑	☑	☑	☐
FL	Florida Comprehensive Assessment Test	☐	☐	☐	☑	☑	☑	☑ With other ESOL students
	Florida Writing Assessment Program	☐	☐	☐	☑	☑	☑	☐
	High School Competency Test	☐	☐	☐	☑	☑	☑	☑ With other ESOL students
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☐	☑	☐	☑	☑	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
HI	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐	☐ NA
	Stanford Achievement Test 8th Ed.	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☐	☐	☑	☑	☑	☐
	Norm Referenced Test	☐	☐	☐	☑	☑	☑	☐
	Writing Assessment	☐	☐	☐	☑	☑	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☐	☑	☑	☑	☑
KY	Alternate Portfolio	☐	☐	☐ With indications of need and if instructional consistent.	☐	☐	☐	☐ With indications of need & if instructional consistent.
	KCCT On-Demand	☐	☐	☑ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indications of need & if instructional consistent.
	National Norm Reference Test	☐	☐	☐ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indications of need & if instructional consistent
	Writing Portfolio Assessment	☐	☐	☑ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indication of need and if instructional consistent
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☑	☑	☑	☐
	Norm-referenced Testing Program	☐	☐	☐	☑	☐	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☑	☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☐	☑	☑	☑	☐
ME	Maine State Tests	☐	☐	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☐	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☐	☐	☑	☑	☑	☐
	MEAP High School Test	☐	☐	☐	☑	☑	☑	☐
MN	Basic Standards Tests	☑	☑	☐	☑	☑	☑	☐
	Minnesota Comprehensive Assessments	☐	☐	☐	☑	☑	☑	☐
MO	MAP	☐	☑	☑ Native Language Dictionary	☑	☑	☑	☐
MS	Career Planning and Assessment System	☐	☐	☐	☐	☐	☐	☐
	Functional literacy Examination	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☑	☑	☑	☐
	Subject Area Testing	☐	☐	☐	☑	☑	☑	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☐	☐	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☐	☐	☐	☑	☑	☑	☐
	NC Tests of Computer Skills	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
NC	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑ Any accommodation can be used provided it is stated in the written plan.	☐	☐	☐	☑ Any accommodation can be used provided it is state
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☑	☑	☑	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑	☑	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☐	☑ Spanish	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☑ LEA determination	☐	☐	☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☑	☑	☑	☐
	High School Proficiency Examination	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑	☑	☑	☐
NY	New York State Testing Program	☑	☑	☐	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

State	Component	Response Format: Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Setting: Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
NY	Program Evaluation Tests (PET)	☐	☐	☐	☑	☑	☑	☐
	Pupil Evaluation Program (PEP)	☐	☐	☐	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☐	☑	☑	☑	☐
	Regents Examination Program	☐	☐	☐	☑	☑	☑	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☑	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☑	☑	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☑	☑	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☑	☑	☑	☐
PA	Reading, Writing, Mathematics	☐	☐	☐	☑	☑	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☑	☑	☑	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☑	☑	☐
	Writing Performance Assessment	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

State	Component	Response Format:			Setting:			
		Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☑ all final responses must be written by the student in English	☑	☑	☑	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☑ all responses must be in English	☑	☑	☑	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☑	☑	☑	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑	☑	☑	☐
	Stanford Writing Assessment, Third Edition	☐	☐	☐	☑	☑	☑	☐
TN	(3 - 8) Achievement Test - NRT	☐	☐	☐	☑	☑	☑	☐
	Competency Test	☐	☐	☐	☑	☑	☑	☐
	High School End of Course	☐	☐	☐	☑	☑	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☑	☑	☑	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☐	☑	☑	☑	☐
UT	Core Assessment CRT Program	☐	☐	☐	☐	☐	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☑ Mark in test booklet	☑	☑	☑	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
VA	Virginia State Assessment NRT Program	☐	☐	☐	☑	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☐	☐	☑	☑	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☐	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☐	☐	☐	☑	☑	☑	☐
WA	Norm Referenced Testing	☐	☐	☐	☑	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☐	☑	☑	☑	☐
WI	Reading Comprehension	☐	☐	☐	☑	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☐	☑	☑	☑	☐
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐ same as for students with disabilities	☑	☑	☑	☐
	Totals by State	7	7	8	36	38	38	6
	Totals by Jurisdiction	1	1	0	0	2	2	0
	Total	8	8	8	36	40	40	6

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling:					Other Accomodations:				
		Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
AK	California Achievement Test	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	SDE approval; Best time of day	☐	☑	☐	☐	
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	SDE approval; best time of the day	☐	☑	☐	☐	
	High School Basic Skills Exit Exam	☑	☑	☑	☑	SDE approval; Best time of day.	☐	☑	☐	☐	
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐		☐	☐	☐	☐	
AR	Criterion Referenced Testing	☑	☑	☐	☐		☐	☐	☐	☐	
	Norm Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
AS	SAT9	☑	☐	☐	☐		☐	☐	☐	☐	
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐		☑	☑	☑	☐	
CA	Assessments in Career Education	☐	☐	☐	☐		☐	☐	☐	☐	
	CHSPE (Nothing Applies)	☐	☐	☐	☐		☐	☐	☐	☐	
	GED	☐	☐	☐	☐		☐	☐	☐	☐	
	Golden State Exams	☐	☐	☐	☐		☐	☐	☐	☐	
	Physical Fitness Test	☐	☐	☐	☐		☐	☐	☐	☐	
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐		☐	☐	☐	☐	

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
CO	Reading, Writing, and Mathematics	☑	☑	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☐	☐	☐	☑	☐	☐
FL	Florida Comprehensive Assessment Test	☑	☑	☐	☐	☐	☐	☐	☑ Use of English to heritage language dictionary
	Florida Writing Assessment Program	☑	☑	☐	☐	☐	☐	☐	☑ Use of English to heritage language dictionary
	High School Competency Test	☑	☑	☐	☐	☐	☐	☐	☑ Use of English to heritage language dictionary
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:					Other Accomodations:				
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
GA	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑	☑	☑	☐		☐	☐	☐	☐	
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☐		☐	☐	☐	☐	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐		☐	☐	☐	☐	
HI	Credit by Examination	☑	☐	☐	☐		☐	☐	☐	☐	
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	NA	☐	☐	☐	☐	
	Stanford Achievement Test 8th Ed.	☐	☐	☐	☐		☐	☐	☐	☐	
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐		☐	☐	☐	☐	
ID	Math Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm Referenced Test	☐	☐	☐	☐		☐	☐	☐	☐	
	Writing Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐		☐	☐	☐	☐	
IN	Statewide Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
KS	Kansas Assessment Program	☑	☑	☑	☐		☐	☑	☐	☐	
KY	Alternate Portfolio	☐	☐	☐	☐	With indications of need and if instructional consistent.	☐	☐	☐	☐	With indications of need and if instructional consistent.

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling:				Other Accomodations:			
		Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
KY	KCCT On-Demand	☐	☐	☐	☑ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indications of need and if instructional consistent.
	National Norm Reference Test	☐	☐	☐	☑ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indications of need and if instructional consistent.
	Writing Portfolio Assessment	☐	☐	☐	☑ With indications of need and if instructional consistent.	☐	☐	☐	☑ With indications of need and if instructional consistent.
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☐	☐	☑	☐	☑ Test administered by ESL teacher or individual providing language services.
	Norm-referenced Testing Program	☑	☑	☑	☐	☐	☑	☐	☑ Test administered by ESL teacher or individual providing language services.
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☑	☑	☐	☐	☑	☐	☑ Bilingual dictionary
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☐	☐	☑	☐	☑ Bilingual dictionary
ME	Maine State Tests	☑	☑	☑	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☑	☐	☐	☐	☑	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:					Other Accomodations:				
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
MI	MEAP High School Test	☑	☑	☐	☐		☐	☑	☐	☐	
MN	Basic Standards Tests	☑	☑	☐	☐		☐	☐	☐	☐	
	Minnesota Comprehensive Assessments	☑	☑	☐	☐		☐	☐	☐	☐	
MO	MAP	☑	☐	☑	☐		☐	☑	☐	☐	
MS	Career Planning and Assessment System	☐	☐	☐	☐		☐	☐	☐	☐	
	Functional literacy Examination	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
	Subject Area Testing	☑	☐	☐	☐		☐	☐	☐	☐	
MT	Student Assessment Requirement	☐	☐	☐	☐		☐	☐	☐	☐	
NC	NC Annual Testing Program	☑	☑	☑	☐		☐	☐	☑	☐	
	NC Testing Program - Competency Testing	☑	☑	☑	☐		☐	☑	☐	☐	
	NC Tests of Computer Skills	☑	☐	☑	☐		☐	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☐	☐	☐		☐	☐	☐	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☑	Any accommodation can be used provided that it is stated in the students written plan.	☐	☐	☐	☑	Any accommodation can be used provided it is stated in the student's written plan.
NE	No State Assessments 1998-99	☐	☐	☐	☐		☐	☐	☐	☐	

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:					Other Accomodations:				
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☐		☐	☑	☐	☐	
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐		☐	☐	☐	☐	
	Grade Eight Proficiency Assessment	☑	☐	☐	☐		☐	☑	☐	☐	
NM	NM Achievement Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
	NM High School Competency Exam	☐	☐	☐	☐		☐	☐	☐	☐	
	NM Writing Assessment Program	☐	☐	☐	☐		☐	☐	☐	☐	
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☑	LEA determination	☐	☐	☐	☑	LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☐	☐		☐	☐	☐	☐	
	High School Proficiency Examination	☑	☐	☑	☐		☐	☐	☐	☐	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐		☐	☐	☐	☐	
NY	New York State Testing Program	☑	☐	☐	☐		☐	☐	☐	☑	Use of bilingual glossary for Mathematics tests only
	Occupational Education Proficiency Examinations	☐	☐	☐	☐		☐	☐	☐	☑	bilingual glossaries are permitted

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
NY	Program Evaluation Tests (PET)	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☐	☐	☐	☐	☐	☑ Use of bilingual glossary for tests in content areas other than ELA
	Regents Examination Program	☑	☐	☐	☐	☐	☐	☐	☑ Use of bilingual glossaries
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☑	☐	☐	☐	☐	☐	☑ alternate scoring
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☑	☐	☐	☐	☑	☐	☑ Alternate scoring of writing test.
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☑	☑	☐	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☑	☑	☑	☐	☐	☐	☐	☐
	High School End of Course	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
TN	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☐	☑ All TAAS tests are untimed.	☐	☐	☑	☑ Large print, Braille
UT	Core Assessment CRT Program	☑	☑	☐	☐	☐	☑	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☑ Bilingual dictionary
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☑	☐	☐	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☐	☐	☑	☑	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☐	☐	☐	☑	☐
WA	Norm Referenced Testing	☐	☑	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling: Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Other Accomodations: Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
WA	Washington Assessment of Student Learning	☑	☑	☑	☐	☐	☑	☐	☐
WI	Reading Comprehension	☑	☑	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☐	☑	☐	☐
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☐	☐	☐	☐
	Totals by State	36	29	21	5	2	20	6	10
	Totals by Jurisdiction	2	0	1	0	0	1	0	0
	Total	38	29	22	5	2	21	6	10

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
AK	California Achievement Test	☐	☑		
	Norm-Referenced Testing	☐	☑		
AL	Alabama Direct Assessment of Writing	☐	☑		
	Alabama High School Graduation Exam, Third Edition	☐	☑		
	High School Basic Skills Exit Exam	☐	☑		
	Stanford Achievement Test, 9th edition	☑	☐	Determined locally by LEP committee.	
AR	Criterion Referenced Testing	☐	☑		Committee of teachers are advising ADE on the development of an alternate portfolio assessment for LEP
	Norm Referenced Testing	☐	☑		Committee is currently developing an alternate assessment for LEP
AS	SAT9	☐	☑		none at present
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	Spanish language NRT (Aprenda) was available to Spanish literate students exempt from the Stanford 9. Also, district developed assessments were available.	
CA	Assessments in Career Education	☐	☑		None, presently
	CHSPE (Nothing Applies)	☐	☐		
	GED	☐	☐	N/A	N/A
	Golden State Exams	☐	☑		
	Physical Fitness Test	☐	☑		
	Standardized Testing and Reporting Program (STAR)	☐	☑		LEP students enrolled fewer than 12 months (Spanish speaking) were tested also with a primary language test. A test of English language development is to be implemented in 2001

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
CO	Reading, Writing, and Mathematics	☐	☑		
CT	Connecticut Academic Performance Test (CAPT)	☐	☑		
	Connecticut Mastery Test (CMT)	☐	☑		
DE	Delaware Student Testing Program - Mathematics	☐	☑		ICAS grant to develop alternate assessments
	Delaware Student Testing Program - Reading NRT	☐	☑		ICAS grant to develop such assessments
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑		ICAS grant to develop alternate assessments
	Delaware Student Testing Program - Standards-Based Reading	☐	☑		ICAS grant to develop such assessments
	Delaware Student Testing Program - Standards-Based Writing	☐	☑		ICAS grant to develop alternative assessments
FL	Florida Comprehensive Assessment Test	☐	☑		
	Florida Writing Assessment Program	☐	☑		
	High School Competency Test	☐	☑		
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑		
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☐	☑		GKAP-R addresses administration to LEP students

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
GA	Iowa Tests of Basic Skills, Complete Battery	☐	☑		None at present
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑		None
HI	Credit by Examination	☐	☑		None
	Hawaii State Test of Essential Competencies	☐	☑		None
	Stanford Achievement Test 8th Ed.	☐	☑		None
IA	Standardized Testing ITBS and ITED	☐	☐		
ID	Math Assessment	☐	☑		None
	Norm Referenced Test	☐	☑		
	Writing Assessment	☐	☑		None
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	IMAGE test (Illinois Measure of Annual Growth in English).	The alternative assessment (IMAGE) has been developed and implemented for two years.
IN	Statewide Assessment	☐	☑		
KS	Kansas Assessment Program	☑	☐	ESOL students were allowed to take assessments with modifications as an experiment this year. Modifications were district-determined and were used by students who wouldn't ordinarily have been tested.	We are exploring options for translations of assessment as well as reduced-language assessments.
KY	Alternate Portfolio	☑	☐	Yes if student qualifies for the Alternate Portfolio Program.	None at this time. Alternate Portfolio in place since 1993.
	KCCT On-Demand	☑	☐	Only if the student is qualified for the Alternate Portfolio Program.	None at this time.

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
KY	National Norm Reference Test	☐	☑		None at this time
	Writing Portfolio Assessment	☑	☐	Only if the student is qualified for the Alternate Portfolio Program.	None at this time.
LA	Graduation Exit Examination	☐	☐		
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑		None
	Norm-referenced Testing Program	☐	☑		None
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑		
MD	High School Assessments	☐	☐		
	Maryland Functional Tests	☐	☑		None
	Maryland School Performance Assessment Program (MSPAP)	☐	☐		None
ME	Maine State Tests	☐	☑		
MI	Grade 4 and 7 Reading and Mathematics	☐	☑		None at this time.
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑		None
	MEAP High School Test	☐	☑		None
MN	Basic Standards Tests	☐	☑		We are developing a test for LEP students called the Test of Academic Language designed to be used as an alternative to the statewide accountability tests for the first three years a student is in the US.
	Minnesota Comprehensive Assessments	☐	☑		Developing a reading and writing list for students to measure emerging academic literacy.

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
MO	MAP	☐	☑		
MS	Career Planning and Assessment System	☐	☑		
	Functional literacy Examination	☐	☑		
	Norm-Referenced Testing	☐	☑		
	Subject Area Testing	☐	☑		None
MT	Student Assessment Requirement	☑	☐	Local districts are to provide an alternate assessment if an LEP student is not taking the regular test.	The same initiative that is underway with the special education students.
NC	NC Annual Testing Program	☐	☑	LEAs were required to administer an alternate assessment when students were exempt from the statewide assessment program.	Plans are to make tests more accessible so that students can be included in statewide assessment as early as possible.
	NC Testing Program - Competency Testing	☐	☑	None	None, at this time.
	NC Tests of Computer Skills	☐	☑		None
	Norm-Referenced Testing Program	☐	☐		
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑		
NE	No State Assessments 1998-99	☐	☐		
NH	NH Educational Improvement and Assessment Program	☐	☑		
NJ	Grade 11 High School Proficiency Test	☑	☐	There is an SRA available for students in their native language if they meet certain criteria (time in US, score, or Maculatis Assessment Program). The HSPT is not available in any language other than English.	With the new testing program, the HSPA, LEP students will be allowed accommodations (modifications such as extended time, translated directions, small group administration, bilingual dictionaries).

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
NJ	Grade Eight Proficiency Assessment	☐	☑		With the GEPA, the LEP students were allowed accommodations (modifications such as extended time, translated directing, small group administration, bilingual dictionaries).
NM	NM Achievement Assessment	☑	☐	SEA allows LEAs to utilize appropriate alternative assessments for LEP students.	Statewide Review during 1998-99
	NM High School Competency Exam	☑	☐	Spanish language form of exam is offered.	Statewide review during 1998-99.
	NM Writing Assessment Program	☑	☐	LEA's could administer alternative writing assessments as appropriate for LEP students.	Statewide review during 1998-99.
	Reading Assessments for Grades 1 and 2	☑	☐	Local determination.	Statewide review during 1998 - 1999.
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	A language acquisition skills test is currently provided for ELL students and testing is dependent on "LAS" performance. LAS serves as required assessment if student does not qualify to take the writing test.	A statewide LEP advisory group has been formed trough Department of Education initiative.
	High School Proficiency Examination	☐	☑		None
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	A Language Acquisition skills test is provided for ESL students and testing - participation with TerraNova is dependent on "LAS" performances. LAS serves as required test if minimum level to take Terra Nova is not demonstrated.	Statewide LEP advisory group established on initiative of the Department of Education
NY	New York State Testing Program	☑	☐	Schools must provide an alternative assessment to LEP students who are exempt from these tests.	
	Occupational Education Proficiency Examinations	☐	☑		
	Program Evaluation Tests (PET)	☐	☑		

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
NY	Pupil Evaluation Program (PEP)	☑	☐	Schools must provide an alternative assessment to LEP students who are exempt from these tests.	
	Regents Competency Tests	☑	☐	To meet the Regents Competency Tests (RCT) in Reading and the RCT in Writing requirement, students entering a US School after the end of grade 8 could take the Native Language Writing Test. These assessments were available only to such students who first entered gr 9 prior to September 1996.	
	Regents Examination Program	☐	☑		
	Second Language Proficiency Exams	☐	☑		
OH	4th-Grade Proficiency Testing	☐	☑		
	6th-Grade Proficiency Testing	☐	☑		
	9th-Grade Proficiency Testing	☐	☑		None
	12th-Grade Proficiency Testing	☐	☑		
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑		
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑		
	Oklahoma Core Curriculum Tests - Writing	☐	☑		
OR	Reading, Writing, and Mathematics Assessment	☐	☑	(The "side-by-side" format of the assessment is considered Standard Administration, so it is not an alternate assessment.)	see 3.4.6
PA	Reading, Writing, Mathematics	☐	☑	The PASA (PA Alternative System of Assessment) will be available in 2000-2001	Alternative assessments for all students PASA--2000-2001

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Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑		
RI	English Lang. Arts & Math Performance Assessment	☐	☑		Alternate Assessment system being piloted for use beginning in July 2000.
	Health Education Performance Assessment	☐	☑		Development of an Alternate Assessment for use beginning in July, 2000.
	Writing Performance Assessment	☐	☑		Piloting of Alternate Assessment system in place for use beginning in June 2000.
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☑		none
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑		none
	Criterion Referenced Tests - Readiness Test	☐	☐		
	Norm-Referenced Testing - TerraNova	☐	☑		none
SD	Stanford Achievement Test, Ninth Edition	☐	☑		None at this time
	Stanford Writing Assessment, Third Edition	☐	☑		None at this time
TN	(3 - 8) Achievement Test - NRT	☑	☐	To measure English language proficiency there are five recommended tests	
	Competency Test	☐	☑		
	High School End of Course	☐	☑		
	TCAP Writing Assessment (4, 7, 11)	☐	☑		

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	Exempted students (those who do not take TAAS in English or Spanish) take alternative assessments from an extensive list of state-approved tests.	The reading proficiency tests in English (RPTE) will be benchmarked in spring 2000.
UT	Core Assessment CRT Program	☐	☑		Current development projects include development of a portion of some tests in Spanish.
	Core Curriculum Testing (Perf. Assessment)	☐	☐		
	Norm-Referenced Testing	☐	☑		
VA	Standards of Learning (SOL) Assessment Program	☐	☑		None
	Virginia Literacy Testing Program	☐	☑		
	Virginia State Assessment NRT Program	☐	☑		None
VI	Terra Nova Assessments Series	☑	☐	IDEA Oral Diagnostic test provides data on student preparedness.	State plan is being adopted to insure that LEPs are provided with other alternate assessments that parallels component assessment.
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	lower levels of the tests	Investigation into formal assessment of Eng. Language proficiency
	Vermont Developmental Reading Assessment	☐	☑		Investigation into formal assessment of Eng. Language proficiency
WA	Norm Referenced Testing	☐	☑		
	Second Grade Reading	☐	☑		
	Washington Assessment of Student Learning	☐	☑		
WI	Reading Comprehension	☑	☐	Alternate assessments are standards-based and locally developed.	None at the present time. However, in the fall of 1999, DPI will publish a Guide Book for facilitating standards-based alternate assessments.

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Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	Districts are required to offer their own alternate assessments to LEP students in skill areas not tested on state exams.	The Department has published alternate performance indicators and support materials to assist in the assessment of LEP students who do not participate in the state adopted/developed tests.
WV	ACT Explore	☐	☑		None
	ACT Work Keys	☐	☐		None
	Norm-referenced Testing	☐	☑		
	Writing Assessment	☐	☑		
WY	Carl Perkins Assessment	☐	☑		Alternate assessments are under development.
	Wyoming Comprehensive Assessment System	☑	☐	The Spanish version of the norm-referenced component was available.	We will be analyzing the LEP data after this administration to find the most appropriate methods for including all students.
	Totals by State	15	41		
	Totals by Jurisdiction	1	2		
	Total	16	43		

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑	☐	☐
	High School Basic Skills Exit Exam	☐	☐	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☐
	Norm Referenced Testing	☑	☐	☑	☐	☑	☐
AS	SAT9	☑	☐	☐	☐	☐	☑
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☑	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☑	☐	☐	☐	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐	☑
FL	Florida Comprehensive Assessment Test	☑	☐	☐	☐	☑	☐
	Florida Writing Assessment Program	☑	☐	☐	☐	☑	☐
	High School Competency Test	☑	☐	☐	☐	☑	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
GA	Georgia Kindergarten Assessment Program-R (GKAP-R)	☑	☐	☐	☑	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☐	☐	☑
	Norm Referenced Test	☑	☐	☐	☑	☐	☑
	Writing Assessment	☐	☐	☐	☐	☐	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑
KY	Alternate Portfolio	☑	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☑	☐
	National Norm Reference Test	☑	☐	☑	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☑	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☑	☐	☑	☑	☐	☑
	Norm-referenced Testing Program	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☑	☐	☐
ME	Maine State Tests	☑	☐	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐	☑

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
MN	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐	☑
MO	MAP	☑	☐	☐	☐	☐	☑
MS	Career Planning and Assessment System	☑	☐	☐	☑	☐	☐
	Functional literacy Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑
	Subject Area Testing	☑	☐	☐	☑	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐	☑
	NC Testing Program - Competency Testing	☐	☐	☑	☑	☑	☑
	NC Tests of Computer Skills	☑	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐
NM	NM Achievement Assessment	☑	☐	☑	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑	☐
	NM Writing Assessment Program	☑	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☑
NY	New York State Testing Program	☑	☐	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐
	Pupil Evaluation Program (PEP)	☑	☐	☐	☑	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☐	☑	☐	☐

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NY	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☑	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☑	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☑	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☑
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☐	☑	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☑	☐	☐	☐	☐	☑
	Criterion Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☑
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☑	☐	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☑	☐	☐	☑	☐	☑
	Competency Test	☑	☐	☐	☑	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☑	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑
UT	Core Assessment CRT Program	☑	☐	☑	☐	☐	☐

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State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☑
WI	Reading Comprehension	☑	☐	☐	☐	☐	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☑
WV	ACT Explore	☐	☑	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☑	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑
	Totals by State	41	12	11	26	10	22
	Totals by Jurisdiction	1	2	0	0	0	1
	Total	42	14	11	26	10	23

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐
AS	SAT9	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☑	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☑	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
FL	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-R (GKAP-R)	☐	☑	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☑	☐	☐
	KCCT On-Demand	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☐	☐
LA	Graduation Exit Examination	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☑	☐	☑	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
MD	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐
ME	Maine State Tests	☐	☑	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies and Writing	☐	☑	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐
MO	MAP	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐
	Functional literacy Examination	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐
	NM Writing Assessment Program	☑	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐
	High School Proficiency Examination	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☑	☐	☐	☐	☑	☐
	Regents Competency Tests	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
SC	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☐	☑	☐	☐	☐	☐
TN	(3 - 8) Achievement Test - NRT	☐	☑	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐
WA	Norm Referenced Testing	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
WV	ACT Explore	☐	☑	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐	☐
	Totals by State	8	33	7	3	3	0
	Totals by Jurisdiction	0	2	0	0	0	0
	Total	8	35	7	3	3	0

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
AK	California Achievement Test	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☑	☐	☐	☑	☑	☑	☐	☐	☐
AS	SAT9	☑	☐	☐	☑	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐
	CHSPE (Nothing Applies)	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☑	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	☐	☐	☐	☐	☐	☐	☑ Reported whether or not student results were in the "Healthy Fitness Zone".
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☑	☐	☐	☑	☑	☐	☑	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
DE	Delaware Student Testing Program - Reading NRT	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Florida Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP-R)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐	☐ NA
	Stanford Achievement Test 8th Ed.	☑	☐	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☑	☑	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Reference Test	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
IN	Statewide Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☑	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☑	☐	☐	☑	☑	☑	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☑	☐	☐	☑	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐	☑	☐	☐	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☑	☐	☑	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☑ state percentile ranks
MO	MAP	☑	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
MS	Career Planning and Assessment System	☑	☐	☐	☐	☐	☐	☐	☐	☑ Scores are compared with state averages
	Functional Literacy Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☑	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☑	☐	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☑	☑	☑	☐	☑ Region of the state, Enrollment size of the school district
NE	No State Assessments 1998-99	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
NV	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
RI	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Stanford Writing Assessment, Third Edition	☑	☐	☐	☑	☑	☐	☐	☐	☑ Raw Score
TN	(3-8) Achievement Test - NRT	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☑	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☐	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☑	☐	☑	☐	☐
WV	ACT Explore	☑	☐	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	38	34	0	32	19	3	7	0	5
	Totals by Jurisdiction	3	0	0	2	1	0	0	0	0
	Total	41	34	0	34	20	3	7	0	5

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
AK	California Achievement Test	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☐	☐	☑
AL	Alabama Direct Assessment of Writing	☐	☐	☐	☑
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑
	High School Basic Skills Exit Exam	☐	☐	☐	☑
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑
AR	Criterion Referenced Testing	☐	☑	☐	☐
	Norm Referenced Testing	☐	☐	☐	☑
AS	SAT9	☐	☐	☐	☑
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑
CA	Assessments in Career Education	☐	☐	☐	☑
	CHSPE (Nothing Applies)	☐	☐	☐	☐
	GED	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☑
	Physical Fitness Test	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☑
CO	Reading, Writing, and Mathematics	☐	☐	☐	☑
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☐	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics	☐	☐	☐	☑
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☐	☑
FL	Florida Comprehensive Assessment Test	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
FL	Florida Writing Assessment Program	☐	☐	☐	☑
	High School Competency Test	☐	☐	☐	☑
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP-R)	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☑
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☐	☐	☐
HI	Credit by Examination	☐	☐	☐	☑
	Hawaii State Test of Essential Competencies	☐	☐	☐	☑
	Stanford Achievement Test 8th Ed.	☐	☐	☐	☑
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☑
ID	Math Assessment	☐	☐	☐	☑
	Norm Reference Test	☐	☐	☐	☑
	Writing Assessment	☐	☐	☐	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☑
IN	Statewide Assessment	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☐	☐	☑
	KCCT On-Demand	☐	☐	☐	☑
	National Norm Reference Test	☐	☐	☐	☑
	Writing Portfolio Assessment	☐	☐	☐	☑
LA	Graduation Exit Examination	☐	☐	☐	☑
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☐	☐	☑
	Norm-referenced Testing Program	☐	☐	☐	☑
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☑
MD	High School Assessments	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
MD	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☐	☑
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☐	☑
	MEAP High School Test	☐	☐	☐	☑
MN	Basic Standards Tests	☐	☐	☐	☑
	Minnesota Comprehensive Assessments	☑	☐	☐	☐
MO	MAP	☐	☐	☐	☑
MS	Career Planning and Assessment System	☐	☐	☐	☑
	Functional Literacy Exam	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☐	☐	☑
	Subject Area Testing	☐	☐	☐	☑
MT	Student Assessment Requirement	☐	☐	☐	☑
NC	NC Annual Testing Program	☐	☐	☐	☑
	NC Testing Program - Competency Testing	☐	☐	☐	☑
	NC Tests of Computer Skills	☐	☐	☐	☑
	Norm-Referenced Testing Program	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☑
NE	No State Assessments 1998-99	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☑
	Grade Eight Proficiency Assessment	☐	☐	☐	☑
NM	NM Achievement Assessment	☐	☐	☐	☐
	NM High School Competency Exam	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☑
	High School Proficiency Examination	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑
NY	New York State Testing Program	☑	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☐	☑
	Pupil Evaluation Program (PEP)	☐	☐	☐	☑
	Regents Competency Tests	☐	☐	☐	☑
	Regents Examination Program	☐	☐	☐	☑
	Second Language Proficiency Exams	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☐	☐	☑
	6th-Grade Proficiency Testing	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☑
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☑
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☐	☐	☑
PA	Reading, Writing, Mathematics	☐	☐	☐	☑
PR	Prueba Puertorriquena de Competencias Escolares	☐	☐	☐	☑
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☑
	Health Education Performance Assessment	☐	☐	☐	☑
	Writing Performance Assessment	☐	☐	☐	☑
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
SC	Criterion Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☑
	Criterion Referenced Tests - Readiness Test	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☑
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑
	Stanford Writing Assessment, Third Edition	☐	☐	☐	☑
TN	(3-8) Achievement Test - NRT	☐	☐	☐	☑
	Competency Test	☐	☐	☐	☑
	High School End of Course	☐	☐	☐	☑
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☐	☑
UT	Core Assessment CRT Program	☐	☐	☐	☑
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☑
	Virginia Literacy Testing Program	☐	☐	☐	☑
	Virginia State Assessment NRT Program	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☑	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☐	☐	☐	☑
WA	Norm Referenced Testing	☐	☐	☐	☑
	Second Grade Reading	☐	☐	☐	☑
	Washington Assessment of Student Learning	☑	☐	☐	☐
WI	Reading Comprehension	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☐	☑
WV	ACT Explore	☐	☐	☐	☑
	ACT Work Keys	☐	☐	☐	☑
	Norm-referenced Testing	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☑
WY	Carl Perkins Assessment	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐	☐
	Totals by State	6	1	0	44
	Totals by Jurisdiction	1	0	0	2
	Total	7	1	0	46

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

AK California Achievement Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

AL Alabama Direct Assessment of Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Alabama High School Graduation Exam, Third Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

High School Basic Skills Exit Exam

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

AL Stanford Achievement Test, 9th edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

AR Criterion Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Norm Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

AS SAT9

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☑
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☐	☑

AZ Stanford Achievement Test, Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

CA

Assessments in Career Education

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

CHSPE (Nothing Applies)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

GED

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☑	☐	☑

Golden State Exams

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

Physical Fitness Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

CA Standardized Testing and Reporting Program (STAR)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

CO Reading, Writing, and Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

CT Connecticut Academic Performance Test (CAPT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Connecticut Mastery Test (CMT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

DE Delaware Student Testing Program - Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

DE Delaware Student Testing Program - Reading NRT

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Delaware Student Testing Program - Standards-Based Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Delaware Student Testing Program - Standards-Based Reading

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Delaware Student Testing Program - Standards-Based Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

FL Florida Comprehensive Assessment Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

FL Florida Writing Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

High School Competency Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

GA Georgia High School Graduation Tests (GHSGT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Georgia Kindergarten Assessment Program (GKAP-R)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

Iowa Tests of Basic Skills, Complete Battery

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

GA Writing Assessments (Grades 3, 5, 8, 11)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

HI Credit by Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☐	☑
District Summary	☐	☐	☐	☐	☑
State Summary	☐	☐	☑	☐	☑

Hawaii State Test of Essential Competencies

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Stanford Achievement Test 8th Ed.

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

IA Standardized Testing ITBS and ITED

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☑	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

ID Math Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

Norm Reference Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Writing Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

IL Illinois Standards Achievement Test and Illinois Goal Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☐

IN Statewide Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

KS Kansas Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☑

KY Alternate Portfolio

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

KCCT On-Demand

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

National Norm Reference Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Writing Portfolio Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

LA Graduation Exit Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

LEAP 21 Grades 4 & 8 Criterion-Referenced Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Norm-referenced Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

MA Massachusetts Comprehensive Assessment System (MCAS)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

MD High School Assessments

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

MD Maryland Functional Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Maryland School Performance Assessment Program (MSPAP)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

ME Maine Educational Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

MI Grade 4 and 7 Reading and Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Grade 5 and 8 Science, Social Studies, and Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

MI MEAP High School Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

MN Basic Standards Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Minnesota Comprehensive Assessments

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

MO MAP

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

MS Career Planning and Assessment System

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

MS Functional Literacy Exam

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

Subject Area Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

MT Student Assessment Requirement

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☑	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☑	☐

NC NC Annual Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☑	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

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Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

NC NC Testing Program - Competency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☑	☐	☑	☑	☑
District Summary	☑	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

NC Tests of Computer Skills

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Norm-Referenced Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

ND TerraNova and Test of Cognitive Skills, 2nd ed.

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NE No State Assessments 1998-99

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

NH NH Educational Improvement and Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NJ Grade 11 High School Proficiency Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☑

Grade Eight Proficiency Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

NM NM Achievement Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

NM High School Competency Exam

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

NM NM Writing Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Reading Assessments for Grades 1 and 2

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☐	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☐	☐	☐	☐

NV Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☑	☐	☐
Grade Summary	☐	☐	☐	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

High School Proficiency Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

Norm-Referenced Testing at Grades 4, 8, and 10

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☑	☐	☐
Grade Summary	☐	☐	☐	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

NY

New York State Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Occupational Education Proficiency Examinations

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Program Evaluation Tests (PET)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Pupil Evaluation Program (PEP)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Regents Competency Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

NY Regents Examination Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Second Language Proficiency Exams

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

OH 4th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

6th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☐

9th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

OH 12th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

OK Iowa Tests of Basic Skills - Norm-Referenced Component

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Oklahoma Core Curriculum Tests - Multiple Choice

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Oklahoma Core Curriculum Tests - Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

OR Reading, Writing, and Mathematics Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

PA Reading, Writing, Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

PR Prueba Puertorriquena de Competencias Escolares

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☐	☑

RI English Lang. Arts & Math Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Health Education Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Writing Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State | Component | Intended Recipients of Reports

SC Criterion Referenced Tests - BSAP Exit Examination

Levels at which results are reported:	Parent	Teacher	School Bldg	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Criterion Referenced Tests - PACT grades 3 - 8

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Criterion Referenced Tests - Readiness Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Norm-Referenced Testing - TerraNova sample testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☑

SD Stanford Achievement Test, Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

SD Stanford Writing Assessment, Third Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☑

TN (3-8) Achievement Test - NRT

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Competency Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

High School End of Course

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☐	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

TCAP Writing Assessment (4, 7, 11)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

TX Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☑

UT Core Assessment CRT Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Core Curriculum Testing (Perf. Assessment)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☑	☑	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

VA Standards of Learning (SOL) Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

VA Virginia Literacy Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Virginia State Assessment NRT Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

VI Terra Nova Assessments Series

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

VT Standard's Referenced Exams (NSRE and VT Assmt)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☑	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☑

Vermont Developmental Reading Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

WA Norm Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Second Grade Reading

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Washington Assessment of Student Learning

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

WI Reading Comprehension

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☐	☐	☐	☐	☑
District Summary	☑	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

Wisconsin Knowledge and Concepts of Examinations (WKCE)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component | Intended Recipients of Reports

WV ACT Explore

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

ACT Work Keys

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Norm-referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Writing Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

WY Carl Perkins Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State	Component		Intended Recipients of Reports				
		Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
WY	Wyoming Comprehensive Assessment System	Individual Student	☑	☑	☑	☐	☐
		Classroom Summary	☐	☐	☐	☐	☐
		Grade Summary	☑	☐	☑	☑	☑
		School Summary	☑	☐	☑	☑	☑
		District Summary	☑	☐	☑	☑	☑
		State Summary	☑	☐	☑	☑	☑

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
AK	California Achievement Test	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☑	
	High School Basic Skills Exit Exam	☐	☑	
	Stanford Achievement Test, 9th edition	☐	☑	
AR	Criterion Referenced Testing	☐	☑	
	Norm Referenced Testing	☐	☑	
AS	SAT9	☐	☑	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	
CA	Assessments in Career Education	☐	☑	
	CHSPE (Nothing Applies)	☐	☐	
	GED	☐	☑	
	Golden State Exams	☐	☑	
	Physical Fitness Test	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☐	☑	
CO	Reading, Writing, and Mathematics	☑	☐	Spanish
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☐	☑	
DE	Delaware Student Testing Program - Mathematics	☐	☑	
	Delaware Student Testing Program - Reading NRT	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	
FL	Florida Comprehensive Assessment Test	☑	☐	Spanish
	Florida Writing Assessment Program	☑	☐	Spanish
	High School Competency Test	☑	☐	Spanish
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program (GKAP-R)	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
GA	Iowa Tests of Basic Skills, Complete Battery	☐	☑	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	
HI	Credit by Examination	☐	☑	
	Hawaii State Test of Essential Competencies	☐	☑	NA
	Stanford Achievement Test 8th Ed.	☐	☑	
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm Reference Test	☐	☑	
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☐	☑	
KY	Alternate Portfolio	☐	☑	
	KCCT On-Demand	☐	☑	
	National Norm Reference Test	☐	☑	
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination	☐	☑	
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	☐	☑	
	Norm-referenced Testing Program	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	Spanish, Portuguese, Cape Verdean, Haitian, Russian, Vietnamese, Simplified Chinese, Traditional Chinese, Cambodian
MD	High School Assessments	☐	☐	
	Maryland Functional Tests	☐	☑	
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	
ME	Maine Educational Assessment	☐	☑	
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	
	MEAP High School Test	☐	☑	
MN	Basic Standards Tests	☐	☑	
	Minnesota Comprehensive Assessments	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
MO	MAP	☐	☑	
MS	Career Planning and Assessment System	☐	☑	
	Functional Literacy Exam	☐	☑	
	Norm-Referenced Testing	☐	☑	
	Subject Area Testing	☐	☑	
MT	Student Assessment Requirement	☐	☑	
NC	NC Annual Testing Program	☐	☑	
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☐	☑	
	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	
NE	No State Assessments 1998-99	☐	☐	
NH	NH Educational Improvement and Assessment Program	☐	☑	
NJ	Grade 11 High School Proficiency Test	☐	☑	
	Grade Eight Proficiency Assessment	☐	☑	
NM	NM Achievement Assessment	☑	☐	Spanish
	NM High School Competency Exam	☑	☐	Spanish
	NM Writing Assessment Program	☑	☐	Spanish
	Reading Assessments for Grades 1 and 2	☑	☐	Spanish
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	Spanish in some counties - District option
	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	Report in alternate language permitted at district discretion.
NY	New York State Testing Program	☐	☑	Translated State Report Cards are available.
	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Pupil Evaluation Program (PEP)	☐	☑	
	Regents Competency Tests	☐	☑	
	Regents Examination Program	☐	☑	
	Second Language Proficiency Exams	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
OH	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
	12th-Grade Proficiency Testing	☐	☑	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	
	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	
OR	Reading, Writing, and Mathematics Assessment	☑	☐	At this time our reports for those students using the "side-by-side" versions of the assessment are in the "second" language.
PA	Reading, Writing, Mathematics	☐	☑	
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	Spanish
RI	English Lang. Arts & Math Performance Assessment	☐	☑	
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	
SC	Criterion Referenced Tests - BSAP Exit Examination	☐	☑	
	Criterion Referenced Tests - PACT grades 3 - 8	☐	☑	
	Criterion Referenced Tests - Readiness Test	☐	☐	
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment, Third Edition	☐	☑	
TN	(3-8) Achievement Test - NRT	☐	☑	
	Competency Test	☐	☑	
	High School End of Course	☐	☑	
	TCAP Writing Assessment (4, 7, 11)	☐	☑	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	Spanish
UT	Core Assessment CRT Program	☐	☑	
	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
VA	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☐	☑	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	
	Vermont Developmental Reading Assessment	☐	☑	
WA	Norm Referenced Testing	☐	☑	
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☐	☑	
WI	Reading Comprehension	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	
WV	ACT Explore	☐	☑	
	ACT Work Keys	☐	☑	
	Norm-referenced Testing	☐	☑	
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☐	
	Wyoming Comprehensive Assessment System	☑	☐	Spanish, if necessary.
	Totals by State	7	42	
	Totals by Jurisdiction	1	2	
	Total	8	44	

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
AK	California Achievement Test	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
	Norm-Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	High School Basic Skills Exit Exam	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
AL	Stanford Achievement Test, 9th edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
AR	Criterion Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
	Norm Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
AS	SAT9	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
AZ	Stanford Achievement Test, Ninth Edition	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State Component Types of Disaggregation Intended Recipients of Reports

CA Assessments in Career Education

	Parent	School	District	SEA
Gender	☐	☐	☐	☐
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

CHSPE (Nothing Applies)

	Parent	School	District	SEA
Gender	☐	☐	☐	☐
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

GED

	Parent	School	District	SEA
Gender	☐	☐	☐	☐
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Golden State Exams

	Parent	School	District	SEA
Gender	☐	☐	☐	☐
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Physical Fitness Test

	Parent	School	District	SEA
Gender	☐	☑	☑	☑
Race	☐	☑	☑	☑
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
CA	Standardized Testing and Reporting Program (STAR)	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☑
			Parent	School	District	SEA
CO	Reading, Writing, and Mathematics	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
CT	Connecticut Academic Performance Test (CAPT)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
	Connecticut Mastery Test (CMT)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
DE	Delaware Student Testing Program - Mathematics	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
DE	Delaware Student Testing Program - Reading NRT	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
FL	Florida Comprehensive Assessment Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
FL	Florida Writing Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	High School Competency Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP-R)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☐	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Parent	School	District	SEA
GA	Writing Assessments (Grades 3, 5, 8, 11)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
HI	Credit by Examination	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☐	☑
		LEP Status	☐	☑	☐	☑
		Migrant Status	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
ID	Math Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Norm Reference Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Writing Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
IN	Statewide Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
KS	Kansas Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
KY	Alternate Portfolio	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	KCCT On-Demand	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
	National Norm Reference Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Writing Portfolio Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
LA	Graduation Exit Examination	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	LEAP 21 Grades 4 & 8 Criterion-Referenced Tests	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Norm-referenced Testing Program	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
MD	High School Assessments	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
MD	Maryland Functional Tests	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
ME	Maine Educational Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
MI	Grade 4 and 7 Reading and Mathematics	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State Component Types of Disaggregation Intended Recipients of Reports

MI MEAP High School Test

	Parent	School	District	SEA
Gender	☐	☑	☑	☐
Race	☐	☑	☑	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

MN Basic Standards Tests

	Parent	School	District	SEA
Gender	☐	☑	☑	☑
Race	☐	☑	☑	☑
Free/Reduced Lunch	☐	☑	☑	☑
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☑	☑	☑
LEP Status	☐	☑	☑	☑
Migrant Status	☐	☐	☐	☐

Minnesota Comprehensive Assessments

	Parent	School	District	SEA
Gender	☐	☑	☑	☑
Race	☐	☑	☑	☑
Free/Reduced Lunch	☐	☑	☑	☑
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☑	☑	☑
Students with IEP	☐	☑	☑	☑
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

MO MAP

	Parent	School	District	SEA
Gender	☐	☑	☑	☑
Race	☐	☑	☑	☑
Free/Reduced Lunch	☐	☑	☑	☑
Title I Eligible	☐	☐	☑	☑
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☑	☑	☑
LEP Status	☐	☑	☑	☑
Migrant Status	☐	☑	☑	☑

MS Career Planning and Assessment System

	Parent	School	District	SEA
Gender	☐	☐	☐	☐
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☐	☐
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
MS	Functional Literacy Exam	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
	Subject Area Testing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
MT	Student Assessment Requirement	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
NC	NC Annual Testing Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
NC	NC Testing Program - Competency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	NC Tests of Computer Skills	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
NE	No State Assessments 1998-99	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
NH	NH Educational Improvement and Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
NM	NM Achievement Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	NM High School Competency Exam	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
NM	NM Writing Assessment Program	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	High School Proficiency Examination	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
NY	New York State Testing Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☑
	Occupational Education Proficiency Examinations	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Program Evaluation Tests (PET)	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☑
	Regents Competency Tests	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Parent	School	District	SEA
NY	Regents Examination Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Second Language Proficiency Exams	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	6th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	9th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
OH	12th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Multiple Choice	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
PA	Reading, Writing, Mathematics	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☐	☑
		LEP Status	☐	☑	☐	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
PR	Prueba Puertorriquena de Competencias Escolares	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☐	☐
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☑
			Parent	School	District	SEA
RI	English Lang. Arts & Math Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Health Education Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Writing Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
SC	Criterion Referenced Tests - BSAP Exit Examination	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Criterion Referenced Tests - PACT grades 3 - 8	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Criterion Referenced Tests - Readiness Test	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Norm-Referenced Testing - TerraNova sample testing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
SD	Stanford Achievement Test, Ninth Edition	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
SD	Stanford Writing Assessment, Third Edition		Parent	School	District	SEA
		Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
TN	(3-8) Achievement Test - NRT		Parent	School	District	SEA
		Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Competency Test		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	High School End of Course		Parent	School	District	SEA
		Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)		Parent	School	District	SEA
		Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
			Parent	School	District	SEA
UT	Core Assessment CRT Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
			Parent	School	District	SEA
	Core Curriculum Testing (Perf. Assessment)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Norm-Referenced Testing	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☑	☑
			Parent	School	District	SEA
VA	Standards of Learning (SOL) Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
VA	Virginia Literacy Testing Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Virginia State Assessment NRT Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
VI	Terra Nova Assessments Series	Gender	☑	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Vermont Developmental Reading Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
WA	Norm Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Second Grade Reading	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Washington Assessment of Student Learning	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
WI	Reading Comprehension	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
WV	ACT Explore	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	ACT Work Keys	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Norm-referenced Testing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Writing Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
WY	Carl Perkins Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
WY	Wyoming Comprehensive Assessment System	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

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ERIC_NO: ED435635
TITLE: Annual Survey of ***State Student Assessment Programs***. Volumes I and II. Data on 1996-97 Statewide Student Assessment Programs, Fall 1997.
AUTHOR: Roeber, Edward; Bond, Linda; Connealy, Selena
PUBLICATION_DATE: 1998

ABSTRACT: Volume 1 of the fall 1997 annual survey tabulates information about each state's assessment program during the 1996-97 school year. This volume contains the survey sent to state assessment directors, which was completed by representatives of all 50 states, and a summary table that lists the types of programs in each state. A list of state assessment directors is also provided. Data tables contain responses in table form, grouped into "General Concerns" and "Special Topics." Volume 2 contains data about program components and an order form. It provides information about the components of the states' assessment programs, grouped into the following categories: (1) "Who Is Assessed, When, and How"; (2) "Assessment Purposes"; (3) "Performance Standards"; (4) "Students with Disabilities Exemptions and Accommodations"; (5) "LEP Students Exemptions and Accommodations"; and (6) "Assessment Results Reporting." (SLD)

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